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A Characteristic English Public School.



SITUATED in a suburb of the most populous center of the world, almost within sound of Bow bells and conspicuous for several centuries as a training place for the sons of the nobility, Harrow may well be taken as the typical English public school. Rugby enjoys perhaps a wider reputation in this country on account of Dr. Arnold's ministry, while Eton is certainly larger and more up-to-date. Harrow is select, conservative, and thoroly British.

From the American point of view the word *public* as applied to such a school appears to be a misnomer. It is not open to the sons of every member of the public. As a matter of fact with high tuition fees and few free scholarships, Harrow is open only to the children of the well-to-do.

Probably the sense in which Harrow and schools like it can properly be called *public* depends upon the fact that more than in most of these great boarding schools the students form by themselves a distinct *public*, organizing and managing their own disciplinary system, enforcing their own penalties and giving their own rewards. It is hard to get a boy into Harrow, but once he is in he finds that the society of the school is intensely democratic and that wealth or birth gives few or no advantages.

The most notable fact about the Harrow of to-day is that it exists primarily to develop the character of its boys, not to give them such and such intellectual training. Opinions may differ as to the value of the means adopted as essential to character training, but of the singleness of the aim there can be no doubt.

The Harrovian theory is that liberty and the exercise of it bring out character. Restrain a boy, make him account for every minute of his time, organize his play for him after the German fashion, and you will undoubtedly be able to teach him a great deal; but the odds are you make of him either a wild-eyed anarchist or a sickly prig. The English public school idea is that boys need not be worked up to their full bent; they need not be under constant surveillance. To organize their sports along lines laid down by adult reasoning is work of folly; boys know what they want to play and how to play it. Harrow has its traditions and no master has the temerity to run counter to them.

A boy at Harrow is a member of a highly organized and even complicated society. There are many authorities whom he must respect; he may himself be an authority.

The authorities to whom he is subject are, in the main, two, his masters and his fellow boys.

The masters are of two distinct varieties: first, those whom he meets only as teachers; second, the master, or masters, whose business it is to look after him in a general way, watching his progress both in his studies and in his habits of life.

Under the former head comes the boy's form master, in charge of a class of about thirty if on the "classical side;" of about twenty if on the "modern side." The French masters, science masters, etc., also meet the boys only as instructors.

Masters in Special Charge.

The masters who more directly supervise a boy are his

tutor and his house master. These may be one and the same person, but not necessarily so. The pupils are lodged in boarding houses, each presided over by a Harrow instructor.

The tutor comes very close to the boy. It is his duty to look after the lad in every way possible; incidently he teaches him. Every boy is supposed to "bring up" a certain amount of work to his tutor, this having no direct connection with his regular form work and in no wise influencing his position in form. If a boy gets "lines" to do for negligence or misconduct, he can present them only upon special paper which is kept by his tutor; thus the tutor knows whenever punishment overtakes his pupils. All reports of a boy's work and behavior go home with the tutor's signature, and he is supposed in every way to keep in pretty close touch with his charge. His relations are ordinarily personal as well as magisterial, and he may do a great deal for the boy.

Probably the house master knows the boy best of all, seeing him in the evening when he is most free to live his own life. The "house" is indeed the center of the boy's existence; as a rule he makes his friends there. It is a little world within the greater world of the school, and a boy's first attachment is to the house in which he lives.

A considerable body of laws can be enforced by the masters, at their discretion. Any master may punish any boy for minor offences. Formerly the most common punishment was to set lines ranging in number from fifty to the full length of a Georgic. Now more subtle methods are in vogue, and it is usual to make a boy write something which he ought to have known or would be the better for knowing.

Pupil Government.

A great many laws are, however, enforced and punishments exacted by the boys themselves. The school-boy authorities recognized by law for the whole school are the monitors and the captains of the cricket eleven. The monitors are twenty in number, being boys who stand highest in their classes and who are more than sixteen years of age. There is a formal ceremony at their appointment, consisting of a presentation in the speech-room of the keys of the Vaughan library. Each monitor wears crossed arrows embroidered on the ribbon of his straw hat. When a monitor leaves school he returns his key to the headmaster in the speech-room.

Theoretically the authority of the monitor extends to the whole school; practically it is limited to his own house. He is directly responsible for the conduct of the inmates of his own house; he must see that they obey their masters, do the work exacted, and must suppress all bullying and petty disorder. Each monitor has the right of "whopping," or caning, an offender, but only rarely does a monitor exercise this duty without calling in the expert advice of two or three other monitors. The maximum number of strokes at a "whopping" is limited to ten.

The captain of the cricket eleven, who is usually tho not necessarily, a monitor, has during the summer term the special duty of seeing that the boys in the lower forms do their turn of "cricket fagging." Those who shirk he punishes with a cut or two of his cane.

Should a house be without a boy of monitorial rank, the boy inmate of highest school rank assumes the duties of monitor. Lacking the dignity of one invested with the sacred key, such a boy is apt to find the problems of discipline rather difficult. It is decidedly better for a house to have a regular monitor.

The Fag System.

Fagging prevails thruout the school; that is to say every boy who is not above the form known as the upper Remove has to perform certain duties for the members of the Sixth form in his house. This fagging takes two shapes. First there has to be a fag on duty all thru the day in each house, ready to run errands for any Sixth form boy. He is known as the "day-boy" and is summoned by a prolonged shout of "Bo-o-oy." The proper shouting of this cry goes far to win respect for the boy who emits it. The day-boy's duties come to an end at eight o'clock in the evening when his place is taken by the "night-boy." This service is arranged for by regular roster, a list of names being posted every week.

The second branch of fagging consist of service of the Sixth form boys at breakfast and tea. These meals the upper class boys take in their own rooms apart from the rest of the school who eat together in the dining hall. As a rule two or three boys club together and eat in one room. Such a combination is known as a "find." Each "find" has its fag who brings up the meals on a tray and runs out for whatever jam or other delicacy any member of the "find" wants to purchase.

The system of fagging as practiced in English public schools has been the subject of a great deal of denunciation, but it does not seem at Harrow to lead to any serious abuses.

Out-of-Door Sports.

As might be expected in an English school, athletics form an essential part of the boys' existence at Harrow. The school divides with Eton the honor of being the leading cricket center of the country. The devotion to the game is unique, since Harrow has no river to provoke boating proclivities. Every school-boy looks forward to making a place on the eleven as the goal of his ambition and the captain of the eleven is a bigger man in the eyes of the school than the English prime minister. The whole school plays cricket in gray flannel trousers, a loose cotton shirt and a plain dark blue coat. Only boys on the eleven are permitted to wear white flannels. When a boy makes the eleven he is said "to have got his flannels."

Harrow has been playing cricket matches with Eton since 1800. Lord Byron was on the Harrovian eleven of 1805. A volume could be made of the stories of these annual contests.

Football is played at Harrow, but as the form of the game is peculiar to the school, contests with other schools are rare. The great interest in the game centers in the house matches. Each autumn the house rivalry become very keen. The matches for the championship of the school are very spirited and a boy is to be pitied who leaves Harrow without ever playing for his house. The game lasts an hour; its memory, a life-time.

Other favorite sports are long distance running, racks and fives, and rifle practice. No account of the game would be complete without mention of "Ducker." This is the swimming pool, its name being a Harrovian contraction for Duck-pond. In the old days it was a mud-hole where the sons of the nobility contended with snakes and water-rats for possession. In 1881 it was trebled in size, a brick bottom introduced, an asphalt path led all around it, bathing houses erected, and a sluice way let in to conduct pure water from a neighboring artesian well. Diving boards abound and in every way "Ducker" is one of the best swimming ponds in the world, a place where a Harrovian poet invites the world to—

"Dream away the hours with us,
With a bun and towel basking
Puris naturalibus.

Sketch of the School.

The story of Harrow is full of interest to students of English history and literature. It is told in full in Mr J. Fischer Williams' **Harrow*, a recently published book from which the matter in this article is derived. The school was founded in 1571 by Queen Elizabeth "who granted Letters Patent and a Royal Charter to John Lyon, of Preston, in the parish of Harrow-on-the-Hill, for the foundation of a free grammar school at Harrow." Lyon drew up ordinances for the school which show him to have been a very religious man with a high appreciation of sound classical scholarship. The schoolmaster's duties, according to him, were not to be confined to mere teaching; he was also to "have regard to the manners of his scholars and see that they come not uncombed, unwashed, ragged, or slovenly; but before all things he shall punish severely lying, picking, stealing, fighting, filthiness, or wantonness of speech and such like."

The school, started by Lyon grew and thrived, even during the troublous times of the Commonwealth. It happened that its governor all thru the civil war time was Sir Francis Gerrard, who was a mild supporter of Cromwell. By 1668 it is clear that the school must have gained a national reputation, for William Baxter, the eminent philologist, came to it a mere lad from the Welsh border and enrolled himself a student. In the eighteenth century Harrow became the school especially favored of the Whig nobility, while Eton was Tory to the backbone. This political distinction between the two schools has long since been lost, but the rivalry then created has continued. Toward the middle of the eighteenth century the numbers in attendance fell off, owing to the mal-administration of Rev. James Coxe, and at one time there were only fourteen pupils. Tradition has it that Coxe sat in the school-yard with pint pot and pipe to do his teaching. A succession of able masters followed Coxe and brought the school back to its old standing. Under Dr. Joseph Drury, in 1785, there were three hundred and fifty boys and the school had become distinctly the most aristocratic in the kingdom. Under Dr. George Butler (1805-29) the school attendance, thru no fault of his, for he was an excellent master, sank as low as one hundred and twenty eight. Dr. Wordsworth who succeeded him was not successful in restoring prosperity; but Dr. Vaughan, who came in in 1844, gave Harrow a new lease of life. He had been a pupil of Arnold's at Rugby and had learned from Arnold how to handle boys. In the fifteen years of his regency the school took its present shape. Neither Dr. Montague Butler who followed him (1859-85); Dr. Welldon (1885-99); nor Dr. Wood (1899—) have essentially changed, tho all have improved upon, the educational schemes started by Dr. Vaughan. There are now about six hundred pupils.

A School of Physical Perfection.

A boarding school which has for its sole aim the cultivation of perfect specimens of womanhood has been established by a Swedish woman in County Kent, near London, and has been received so kindly by the British nation that it has a very long waiting list. Each applicant has to submit to a thoro physical examination before entering and if any organic disease is discovered, is certain to be rejected. Should nothing more serious be out of order than nerves or stomach, the girl is admitted, provided there is a vacancy for her. Her corset comes off at once and is not resumed while she is in the school; nor is she allowed to wear a hat however severe the weather. The uniform consists of a loose blouse of a dark blue wool with knickerbockers and a light-weight knee kilt, black woolen stockings, and low tan shoes.

A girl must go to bed every night at nine and be up by six, and unless it is actually storming she spends the entire day in the open air. Simple instruction in anatomy is given, and the pupil is taught to swim, row, ride horse and wheel, run, vault, play cricket, tennis, and hockey.

*George Bell and Sons, London.

Mr. Gilman on the Training of Girls.



HE suggestions "as to the training of girls" made by Mr. Arthur Gilman, of the Gilman School for Girls at Cambridge, Mass., in a recent number of the *New York Evening Post*, are so practical that they are worth quoting entire. They are suggestive to parents and teachers, and especially so to all who have the charge of girls, whether in boarding or day schools. It will be remembered that Mr. Gilman speaks from long experience as regent of Radcliffe college and later principal of the well-known school that bears his name.

When you say, my dear Postlethwaite, says the writer, that you want a "practical talk" about schools that will be helpful to parents, the first thought that occurs to me is that parents need advice first about selecting a school for their daughters. For when the proper choice has been made, is not the course clear? That done, the parent will give the teacher his kindly sympathy and the help that follows it. Sympathy is not interference. You believe with me that a school is to develop character rather than to cram the pupil with facts. Many there be who can cram facts, but few who can give instruction in an educative way. Many so-called "teachers" are mere apprentices. A contributor to an educational journal wrote the other day that he asked the principal of a high school how many of his eighteen or twenty teachers he would retain if he were to have the management of a private school, and the reply, after consideration, was "three." Probably all of these teachers could cram facts into the minds of the pupils; but perhaps not all of them were cultivated women, and you can't cultivate your daughter by the means of an uncultivated woman, lacking accomplishments.

A girl came to me once upon a time, for you want me to be personal, who had no interest in study or in anything else. She could not concentrate her thoughts upon her work; she was quite uncontrolled and unregulated, but she had a good heart. When brought to a school where there were no rules to be broken, and where she found that a teacher could be a friend, interest was born, her whole bearing changed, her countenance became bright and her behavior cheerful. Many a teacher has had this experience; but the first exclamation of the poor teacher is, "I can do nothing for her; let her go!" Thring says, "The worse the material, the greater the skill of the worker," and it had been said before his day, tho he is the one who has emphasized it most positively in experience. Another mother brought her daughter to me, saying, "She is dull; she doesn't like school." She was put under the care of a true "teacher," one who had the qualities exalted by Münsterberg—"love and tact and patience and sympathy and interest"—and it soon appeared that the child was not dull, but had been approached in the wrong way by her former instructors—I cannot call them by the honorable name of teacher. These are they to whom Sir Thomas Elyot referred when he wrote, in 1531, "How many good and clear wits of children be nowadays punished by ignorant schoolmasters."

One more illustration. A young man did himself uncommon credit in Harvard college in the ancient languages. I asked him how he was aroused to study, and he told me of a teacher in a mountain town in New England who had drifted westward. She had no professional training, she had not enough education to carry on a grammar school, she was stern, but her pupils loved her. She could keep order, she could inspire. "A golden key that does not fit the lock is useless; a wooden key that does, is everything." This teacher was not troubled about discipline, for her authority was an invisible presence, felt by the pupils without effort on her part. You should have seen her enter the school-room! Order was there at once. Not a word did she

utter, not a sign did she make. What was responsible for the result? It was her "character"? Yes; yet many another with equally high character has no such power. It was character plus something that cannot be measured. It was not sainthood; it was not anything learned or assumed; it was personality, of which we can only say that it accomplished its result. It came, perhaps, from self-training; but that was not all. She was true, and she was herself before any training, and it was she that accomplished the result.

The Old-Fashioned Essentials.

Are old-fashioned essentials neglected in schools? Dean Briggs has uttered his warning in the *Atlantic*, and, doubtless, in the rush of new divisions of studies, and in the pressure of new conditions of living, a burdensome increase of school studies has been developed that is alarming to such old fogies as myself; but usually good reasons can be brought forward for every one of them, and it is the duty of the enlightened teacher to distinguish between the necessary and the unnecessary, and to divide the time of pupils in such a way that they be not overworked. This is possible; but a level head and a masterful mind are more needed now than ever they were. I feel, however, that it is parents rather than teachers who need to be dealt with. So far as my own observation gives me opportunity to judge, it is the parents who are responsible for the breaking down in health of college girls, and especially of younger girls in school. Even nervous girls are not necessarily harmed by the regular, interested work of the well-appointed school nowadays. We have no corporal punishment in school, but I could tell you of parents who threaten their small daughters with "thrashing" if school work is neglected; of parents who demand that a daughter "in good health, and strong and willing," should do the work of three years in two; of benefactors who so deeply impress upon the conscientious college girls whom they are assisting [?] the importance of making the most of their opportunities as well-nigh to drive them to despair. You wish "forcible words on this subject in public and private." I assure you that these words are spoken oftener than you suspect.

As for discipline, let others speak for themselves; but I have tried for years the "slower, more difficult discipline—no sets of rules but those which the laws of right living impose upon everybody—these rules taught and imposed with ceaseless devotion." How often have parents said to me, "You may be able to govern other girls in that way, but my child (you may have observed that 'my' child is apt to be an exception) will give in only to stern rules and to severe methods." Teachers, too, have often said that a school could not be carried on in that way; but they have found it possible, and at last far better than any other. The one system holds the pupil up by means of props and guys, the other leads the pupils to hold themselves upright by force of principles planted within. One supplies a power that endures as long as life; the other an expedient which keeps the pupil right only while he is forced to be subservient to it.

The Use of Prizes.

In this connection Thring says, "The appeal to success, prizes and prize-winning, bids fair to be the watch-word of the day. But what does this do for the majority, for the non-competing crowd, who nevertheless do not politely die off and make room, and cannot, thru modern squeamishness, be killed off and buried? All tender influences, all prevailing, patient, unpretending good, may pack and begone. . . . There never yet was true mind work, born of life, which mere hard force could reach. The limits are narrow, indeed, within which the whip is master. . . . The most complete definition of the right way is, the winning of love by love." And Thring succeeded!

"Would you have me send my daughter to a large school or a small one, to a school in the city or in the country?" There is a stimulus in numbers, and a school of a certain size is preferable to a very small one. In large classes, however, you will find that it is the upper half which is stimulated; the lower half has found its place, and sinks into tacit despair. In theory the pupils in a small school come nearer to the teacher than in a large one; but, on the other hand, if the school be large, and have a sufficient number of teachers, the pupils have many advantages that small schools cannot furnish, and the pupils are still near the instructors. Moreover, in a small school one teacher is likely to be obliged to give instruction in a variety of subjects, and nowadays no teacher can spread his mind or his interest over a varied field. So it comes to pass that in some schools teachers are but superficially acquainted with the matters that they should be masters of, and this is dangerous for the pupils. The best teacher, if he have the teaching power, is he who is capable of making his own text-book. There is not the same slavery to text-books that formerly there was, and yet it once happened that I was myself obliged to tell a candidate that she had utterly failed in examination, that the committee could not conscientiously certify that she was qualified to teach, and she retorted, "You set me down at a desk with paper and questions, but no book; when I am before my class I have the book and can tell whether the pupils answer right or not." It only remained to say that that particular committee thought that a teacher should know something herself.

Shall the girl go to school in the city or in the country? If the daughter is to be sent away from home—and it is often well for her self-development that she should be sent from her mother and be forced to decide some questions upon her own responsibility—she had better not be thrown into the exciting life of the city. Some life there ought to be, for the girl remote from social stimulus tends to torpidity, or to seek relief in unnatural or unworthy directions. She must not be permitted to become morbid, and, therefore, if she be in a lifeless place, those responsible for her find themselves obliged to rack their inventive powers to provide agreeable occupation for her active mind. Better it is to let her be near enough to a center of activity to know about it, and at times to share it, but not so near as to be forever involved in it. The mind must be kept filled, for an empty brain is still the devil's workshop.

Meeting With Boys and Men.

The time has passed when it was thought necessary to surround the school for girls with walls, and to keep the pupils from companionship with the other sex. Safety is found rather in having the premises so open that all portions can be observed without any effort at espionage. Let the buildings be secluded, let the girls be restrained from society, let the sight of a young man be a phenomenon, and the girls will seek the open, and long for the company of the phenomenon. Not being able to attain their aims by direct methods, resort will be had to those that are indirect. Let us not fear that girls will become "mannish" or "bold" if trusted; no, they will develop into natural women. Milton could not praise a "fugitive and cloistered virtue, unexercised and unbreathed," and we may well agree with him. Girls, as well as boys, will repay confidence; but it must not be prayed about or announced. It must simply be lived.

You can't pass over what Thring calls the "machinery" of education. You remember how positively he spoke about it. He included in it all those material accessories that could be made to facilitate and beautify the work of the school. He wanted the whole structure true and honorable and as attractive as possible. He was right. We must make our buildings adapted to the work. The ventilation, the form of the desks, their position with reference to light—all these points need

careful thought. In our public schools these matters are attended to in a way that calls for admiration, but in private institutions they are often apparently overlooked. In some of these the poor pupils sit in positions in which light falls upon their books in precisely the wrong direction, positions which seem to have been designed by the advance agent of an oculist. Parents can change all this, if they but let it be known that they consider it important.

My last word must be upon the housing of girls in school when they do not live at home. In our colleges for women, during the experimental and economical stage, the students were all placed in one building, and that the one in which the lecture-rooms and dining-rooms were also. Three hundred girls have been housed in such a building. It became a hotel. Perhaps girls of college age were not harmed by this arrangement; but even the colleges have made a change. Smith built smaller dormitories, Vassar and Bryn Mawr followed, and Radcliffe went farther, placing the girls in families. Just now Radcliffe is building a dormitory, but it is to provide for a small group of students, so that the family life may be approached as nearly as possible. The large dormitory is, of course, an appeal to economy, for it reduces the individual cost, and very small numbers are so costly as almost to be prohibitory. Yet we do not wish our girls to be fitted for either the boarding-house or the hotel style of living. The family is the proper place for them, and the well-arranged school will have small numbers under a roof, and that not the roof covering also the school-rooms. Let the day school be the model, even for the boarders. In the residences, ladies specially trained to care for girls, and they not teachers, should be supreme. In such a plan the teachers find that they can live their proper professional life, free from the care of the girls in residence as they are from the girls of the day school after the duties of school hours are over. Thus may the real family life be provided for girls away from home, and it will indeed have some advantages over the actual home life, for in the school residences every feature is planned for the special development of the pupils, whereas in the home the parents are the ones for whose convenience and advantage the household is carried on. Girls cannot be cultivated in masses.

Thus have I written from experience.

After Graduation, What?

The problem of what to say to a company of girls in the way of advice is always a great one, especially so to the principal of a school. The following earnest, practical, helpful address was given by Miss Charlotte Porter to a graduating class several years ago. Miss Porter, well-known as the efficient principal of "The Elms," Springfield, Mass., speaks from wide experience and from a full heart.

Some one once asked Fénelon, says Miss Porter, what constitutes a good sermon. He answered, "The test of a preacher is not that his congregation go away saying, 'Oh, what a beautiful sermon!' but that they go away saying, 'I will do something'." At a Vassar commencement, the French preacher's test was more than once unwittingly applied. Again and again, as the question was asked one and another of the graduates, "What are you going to do now?" the answer was, "I don't know yet, but I shall do something." Your school as well as your college tells you that the intensity and direction of this wish to do something gauges the success or failure of its work with you. You may be beautiful, witty, popular, you may even earn as a student the highest honors; and yet, if each added grace of mind and person has not made you more and more determined to do something, you and your school have made a failure of your education.

Therefore the vital question that concerns us to-day

is not, Shall we educate our girls? but, What are our girls going to do with their education after they get it? Of course, there are plenty of girls to whom it never comes. To many, the end of school life means only a happy release from disagreeable duty and an opportunity for unlimited loafing and "good times." These are the girls with whom the school has failed, and whom it must, alas! hand over to other influences, probably to the stern discipline of life itself, to suggest both question and reply. But from its thoughtful, earnest girls, the question comes so often and many times so despairingly, that its answer is one of the gravest responsibilities laid upon the teacher.

The girl's longing for definite work is only a natural propensity of human nature—the wish to be occupied; a propensity that shows itself, in its lower forms, in the child's ceaseless activity and the idle man's chase for a new excitement; in its higher form in, "Wist ye not that I must be about my Father's business?" If the higher longing is never aroused, or is aroused only to be thwarted, what is the result? We see it every day in the young girls and women of idle, purposeless lives—in their restlessness, their desire for constant excitement, their ennui, their nerves, their empty talk, their pitiful vacuity of mind and soul. This is Dr. Parkhurst's stern arraignment of such lives: "If it happens," he says, "that I am speaking to any young woman whose property, actual or prospective, renders work unnecessary as a livelihood, and who, on that score, excuses herself from actual service of some kind in others' behalf, I am going to say to you in kindly candor three things: You are a dishonor to your sex; you are a traitor to your kind; you are a renegade from the cause of the Divine Master, who gave Himself to the world, in order to save the world, and who left to you as well as to me the same obligation in bequest. Let me add, for your sake and that of your father and mother, that an aimless life is property upon which the devil regularly holds the first mortgage. Aimlessness is certain to drift, and the drift is never up stream. And," he adds, "in such a place as this, a young woman with social instincts cannot be far from shore before the current will begin to pull upon her with vigor. What begins with aimlessness easily hardens into selfishness, and selfishness with means to gratify it, is the prolific mother of a large and bad brood."

If a son has a special talent for some occupation, or even a strong liking for it, do parents, under ordinary circumstances, hesitate long over what his work shall be? Is there any valid reason why the case should be different with the daughter? It is largely from their wish to relieve her precious shoulders of burden-bearing that they oppose her desire to be an independent wage-earner. Would it not be the truer, higher love, unless, of course, there is work that she ought to do at home, for the parents to forego their happiness in their daughter's society and the pleasure of keeping her dependent upon them, when aptitude and inclination and often duty seem to be calling her away from her home? Is it really love for their child, or is it love for themselves, that makes them demand that she sacrifice to their pleasure her higher usefulness and happiness? Would a father say to his son, "My boy, your mother and I are lonely without you, you must stay at home, go out to afternoon teas and parties with us, and keep us company in the big empty house. I have enough for us all, so there is no need of your bothering your head about supporting yourself?" Would he expect his son to be happy under such circumstances? Why then his daughter?

Apart, however, from the consideration of a girl's happiness is the higher one of her right to her own life—it seems almost as if one might say, of her right to her own soul. It is a very solemn thing to lay hands upon a young life and to say, "For my gratification and my pleasure you must give up your plan of life and shape yourself to mine." The demand is not often made

of a young man. Is there any reason that it should be of a young woman?

But all girls have not the talent or the inclination for a work that shall take them away from their family; for some even of those that have, the actual need of them at home is too great to admit of any question as to where their duty lies. What is to be the work of these girls that stay at home? First of all, a plain, homely work which may seem to them a most commonplace and inglorious fulfillment of their dreams of higher usefulness, but which is, nevertheless, a sacred duty of their womanhood—first of all, their work is to learn how to be thoroughly good housekeepers. The present condition of domestic service—partly, no doubt, due to the ignorance and incompetence of mistresses—makes it seem probable that the day is fast approaching when, if we are to have any homes at all, we shall be obliged to do the housework ourselves. But whether it is or not, there is certainly need that the woman at the head of the house should thoroly understand how every department of the house should be managed; that she should be able to train her servants, and also to step into the frequently recurring breaches and do with her own hands whatever is necessary for the health and comfort of her family. Still more sacred is the obligation laid upon her to be their wise and intelligent nurse in sickness.

Girls do not do all this by instinct. Teachers in private schools could show you marvelous specimens of sewing laboriously pricked out by their pupils and dignified with the name "buttonholes," they could produce samples of their girls' darning and mending, they could exhibit bed-making and dusting and so-called "putting in order," that would require to be labeled in order to be recognized. And as for cooking—well, not one in ten knows enough to grease a candy pan or stir a kettle of boiling molasses.

The girls are generally not to blame for this; no one has taught them, or even suggested that it might be wise for them to know any better. And even when attempts are made to give them a knowledge of housework, almost never is responsibility thrown upon them. Almost never are they left to learn by experience, from their own mistakes or neglect.

But many mothers do not wish to hand over the reins permanently into their daughters' hands; and, even if they did, in few cases would it be necessary or desirable that the care of the house should occupy the larger part of the girl's time. Indeed, there is great danger that she may grow unwisely absorbed in it, and become only a housekeeper instead of a home-maker. Housekeeping in itself, with its constantly recurring round of petty duties, tends to make the doer petty and narrow. Strong need is there, therefore, while the girl is serving her housekeeping apprenticeship, that she keep her mind occupied with larger thoughts. Let not a day go by in which you do not widen your horizon by reading some good book. Fifteen minutes a day spent seriously and thoughtfully with some great mind will keep you from being small-souled and commonplace. "You are judged by what you can do without," says our beloved Phillips Brooks, "and what you cannot do without." If you cannot do without intellectual food, you will, in some way, find opportunity to get it, if you can do without it, it is because you wish something else more.

The reading of periodicals be sure you do not drop. Use it to get out of yourselves and your ruts, and to keep in touch with the deeds and thoughts of the times. Start clubs and classes among your young friends for reading and study. Here may lie an important part of your work—to stimulate the intellectual life of the society in which you move. But first your own mind must be active and your own soul full, if you are to inspire others.

Especially is this true if you are to do successfully a work that offers beautiful possibilities to every earnest girl—work among those less fortunate than yourselves.

Be sure that, if you are to help the "other half," you must bring to them first of all a consecrated Christian heart, and then a mind trained to habits of accurate thought, and rich with the garnered wisdom of all the best that has been thought and said. You girls who are going to college are to be congratulated that you have before you four more years in which to fit yourselves for this work. You girls whose school days are over, will find the work waiting for you when you go home. Probably the church will be your best avenue to reach it. Your Sunday school class may offer large possibilities. A careful study of the children's needs, an intimate acquaintance with their families and surroundings, may suggest many opportunities for helpfulness—sewing classes, cooking classes, clubs for reading and study, and, most important of all, a personal and individual interest in the child and guardianship of it.

Surely, with all this before you, you need not be long in finding an answer to your question, "What shall I do?" Here is the work standing ready for you; work in the home; work among your friends, work among the poor, to share with them your good things of purse and mind and soul; and work for yourselves,—without which you cannot hope to succeed in any other work—by study and reading and meditation, to keep your own mind alive, your own soul fed.

Do you know where your greatest danger will lie? You will not begin; you will wait for something to force itself upon you. Our opportunities seldom come to us labeled "great." They never thrust themselves into hands that refuse to grasp them. So take advantage of the first chance, no matter how insignificant it may seem, to do something for somebody else. You do not know to what large things it may lead. Remember what has often been held up before you, the small beginnings of Grace Dodge and her Working Girls' Clubs, of General Booth and his Salvation Army. Remember, also, if you are tempted, because of your own laziness or self-distrust or the difficulties in your way, if you are tempted not to begin the work, or having begun it to give it up, remember that no life can be successful, complete, Christlike, that is not always stretching out helpful hands to others.



A School for Abnormal Children.

Dr. M. P. E. Groszmann, formerly superintendent of the Ethical Culture schools, New York, has lately established a school for the training of abnormal children. It is delightfully located at Fort Washington avenue and Depot lane in the northern part of Manhattan island, and would certainly seem to be an ideal place for the institution he has in mind. Dr. Groszmann's scheme is certainly a very interesting one.

"My work is really nothing new," he said in answer to a question. "Its form, however, may be termed a new departure. As you know, Prof. John Dewey's school, in connection with the University of Chicago, has some provisions for the needs of those children who are subject to mental disorders. His is a day school, and is of a type which we may well hope will prevail eventually throught the public school system.

"Personally, I have felt for a long time that there are children who ought to have more specialized treatment than can be given in a day-school. The home environment in the case of numerous defectives is such that any good done at school is certain to be undone by the family way of living. My school is designed to be a sort of child sanitarium, modeled after Dr. J. Trüper's institution near Jena. It is from him that I have received my inspiration in making this little start. I have in mind a place where a child may receive tonic treatment, where disturbances of mental and moral equilibrium may be cured or checked according to their severity."

"Such cases must be treated individually?"

"Undoubtedly. There is no other way."

"Then there can be no massing of children of this type in special schools and institutions?"

"That does not follow. The children must needs, at any rate, be segregated into small groups, with expert teachers and with helpers so numerous that a great deal of individual attention can be paid to each child. Institutions of reformatory character are rightly conforming more and more to the cottage plan, in which small groups of children live under the same roof with one head-worker, whose duty it is to create an atmosphere of homelikeness. The establishment of the proper educational environment is the main thing in dealing with minor mental and moral abnormalities."

"Your children are not of the same classes or types as those included by Associate Supt. C. E. Meleney in his recent plea for classes and schools for defectives?"

"Not altogether. I am very much inclined to avoid using the word *defective* when speaking of the kind of children I want to deal with. There are a great many children whom their parents and teachers call *defective* because of dullness in things scholastic—children who are in reality perfectly normal tho rather slow in developing. Again there are children who are very precocious in their studies who are distinctly in need of the sort of training I purpose to give; they are products of nervous over-stimulation, lacking balance and repose, and need restraint rather than excitation, lest they wither into degenerates before maturity. Nervous, exceptional, and peculiar children, these belong to the class of abnormalities requiring most skilful handling."

"Would you, a school physician, look after cases of abnormalities?"

"Surely. I would also like to see the suggestion carried out which Prof. Josiah Royce once made—that there should be a consulting psychologist connected with the supervisory work of our schools. A splendid start in this direction has been inaugurated in Chicago by Dr. Christopher. Some pioneer work in this direction has been done by Dr. Frank Torek and myself at the Ethical culture schools this city."

"What is your conception of rational treatment of these abnormalities?"

"A rational way of living. There must be proper nourishment, plenty of physical and manual training, open air exercise, and a mildly stimulating existence in general. The instruction must be sensible and thoroly individualized. All the while the child must enjoy the advantages of competitions and companionship. No general rule can be laid down. The skill of the trained teacher in meeting various emergencies is a prime necessity. The whole scheme appears to be very simple from the outside, but it is the outgrowth of study and experiment."

"This theory of the education of abnormal children is not mere theory. I have had enough of practical experience in this kind of thing to know that very remarkable results can be got in a short time with apparently hopeless cases. There are children whose condition is hopeless, but the majority of the abnormal ones are only temporarily so; it is the environment they are in that is hopeless."

"How about the parents? Isn't it difficult to get them to confess that their children are defectives or abnormal?" was a natural question.

"It surely is," replied Dr. Groszmann. "That is a direction in which we need to have a campaign of education. We ought, where it is possible, to convince the parents of such children that they are doing a wrong by keeping the children in an environment that has been proved to be unfavorable. Where that is impossible, the next best thing is to appeal to the family physician and ask him to do the rest." Dr. Groszmann's school is now about to open for its first regular term, and great success is predicted for it by those who realize what a need exists for special training of just this class of unfortunate children.

The Washington School for Boys.

The theory that an old established school is more likely to succeed than a new one has been exploded. The Washington School for Boys which has been almost phe-



Pierson House.

One of the finest suburban mansions in the neighborhood of Washington.

nomenally successful in its two years of existence has proved beyond all doubt that parents are looking for the institution that will give their boys the most, and whether the school is a hundred years old or one year is a minor consideration. The Washington school, with its fine equipment, excellent instructors, and ideal location, may well serve as a model of an institution to which parents, wishing the most possible done for their children, and are willing to pay for it, may send their sons.

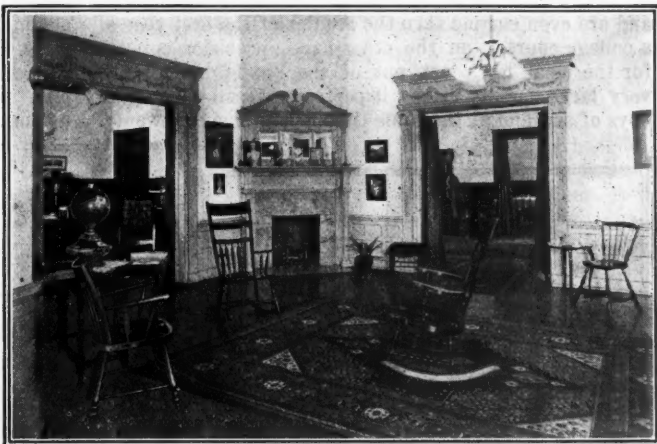
The Washington school is situated in the most beautiful portion of the District of Columbia. Its pupils have ready access to the national capital, while at the same time they enjoy advantages of country surroundings.

It is of no little importance in the training of a boy's intelligence and taste to have at hand such institutions as the Corcoran art gallery, the Congressional library, the Smithsonian institution, the other great national museums, and the imposing architecture of the public buildings. What Congress means, or the house of representatives, or the supreme court—all these phrases take on real meaning when in his most impressionable years the boy has the opportunity actually to see the governmental, legislative, and judiciary bodies at work.

The living arrangements of the Washington school show the same clear-headed consideration and original-

ity of conception that one sees in the selection of its site. The boys live at Pierson house, a handsome private residence, built at an expense of more than \$60,000. Designed for the use of a private family, it fulfils the head master's ideal of a home for the boys. This ideal is that they should get here at the Washington school just as much of the best home life as is possible away from their parents. A tactful and able house master and his wife preside over the home establishment, so that, with the services of a competent matron, the boys really have a home, as distinguished from a barracks. The house itself, from the large reception hall, with its open fireplace, to the sunny bedchambers, with their hardwood floors and pretty furniture, is most spacious and inviting. Not more than fourteen boys are admitted to this house, but for that number every comfort that it is wise to give any boy is at hand. Moreover, the boys enjoy the additional advantages, uncommon in a boarding-school, of a woman's oversight and companionship.

There are no study rooms in this building. It is for the boys to live in. The school realizes the value of separating the work from the home life. Accordingly, Dunster hall, especially designed for the work-day has been erected at some little distance from the home. In it are the class-rooms, the library, and the fully-equipped



Within Pierson House.

Parlor, library, and reception hall. Here are held the dances and receptions given by the school.

gymnasium, with every modern accessory and convenience. The school building is decorated with large photographs and engravings, but it is at first sight recognized as a place for work, just as the residence has no suggestion but that of a home.

The faculty of the Washington school is exceptionally strong. Mr. Louis Leverett Hooper, the head-master, is a graduate of Harvard. After teaching there for some years, he gained much practical experience in several important boys' schools in the East, which, with his close study of educational problems in both Europe and America, fits him thoroly for the task before him at the Washington school. The assistant head-master, Mr. William W. Gale, was for seven years the assistant principal of Smith academy, at St. Louis, the largest boys' school in the Mississippi valley, and he, too, has studied the most modern educational methods in the graduate school at Harvard. Dr. C. S. Ingham, the house-master, is a doctor of philosophy of Yale university, and has been for three years a member of the Yale faculty.

In the matter of studies the Washington school aims to give each boy that which he most needs. There are no less than forty-five different courses, so that if a boy is backward in one subject, owing to ragged training in previous years, it is not necessary for him to take a lower, arbitrarily defined class because



The Dining-Room, Pierson House.

The mantelpiece in this room is a copy of one dating back to the twelfth century in the ancestral castle in Yorkshire, England, of the builder of Pierson House.



Reception Hall at Pierson House.

In the winter evenings the boys gather about the fire for games and stories or lounge in the cozy corners.

of his one deficiency. Boys are prepared for college, and are even carried thru the studies of the first year of a college course; on the other hand, provision is made for the small boy, just out of the kindergarten; the very large faculty makes it perfectly feasible to train boys of six, and at the same time young men of twenty.

moral training, it is not surprising to find that the men who are on the advisory board, and who are supporting and standing behind the school, include such well-known people as Justice Brewer, of the United States supreme court, Secretary Lyman J. Gage, Senator George F. Hoar, Commissioner Carroll D. Wright, ex-Secretary of State John W. Foster, and President Charles C. Glover, of the Riggs National bank. Among those who may be referred to regarding the standing of the school are President Eliot, of Harvard; President Patton, of Princeton; President Hadley, of Yale; President Angell, of the University of Michigan; President Harper, of the University of Chicago; and Dr. Harris, the United States commissioner.

It is to be frankly recognized that such exceptional advantages as the Washington school has to offer are beyond the reach of many who would be glad to secure them for their children. Not every family can invest in the education of its son the sum of \$1,000 a year that is necessary to send him to this institution. For those, however, who can make such an investment, the establishment of this

school is the best possible site for the full education of a coming American citizen, and, under such brilliant auspices, is a matter of congratulation. Day scholars are received at the Washington school, as well as boarding pupils. Washington families of culture and means have not been slow to appreciate the opportunity offered here



Dunster Hall.

Especially designed for the school by Mr. Frank E. Wallis, of New York. The latest ideas of school architecture are thoroughly carried out in this building.



The Physical Director Starting a Quarter-Mile Race.

Dunster Hall, tennis-courts, and golf-links in the background. The quarter-mile track, planned by Mr. Charles W. Levitt, Jr., of New York, is one of the best south of Philadelphia.

The most complete arrangements have been made for physical training and field sports. The school has its private golf-course, tennis-courts, and a standard quarter-mile running track. Most important of all, it has secured the services of a physical director unusually qualified at once to inspire his pupils with athletic ambition, and at the same time to guard scientifically their exercise and health. He was for two years the champion athlete of his state, and is, moreover, a physician who has given careful study to the problems before him at the Washington school.

With an institution so perfectly adapted to give the best physical, mental, and

for their sons, and have supported the school with great enthusiasm. The national capital is a city in which private schools are very numerous and well supported. The success of this new one is on that account all the more remarkable.



The Private Golf-Course.

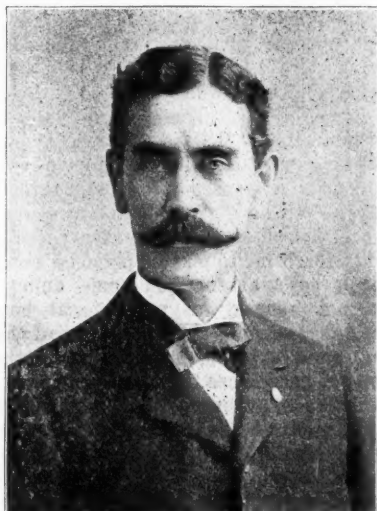
Nine-hole golf-course used exclusively by the school, immediately adjacent to Dunster Hall, extending over about forty acres of land.

Domestic Science at Lasell.

Lasell seminary can hardly be considered a typical school. It is an acknowledged leader among the best institutions for the education of girls, and the "typical schools," the best of them at least, adopt, sooner or later, plans similar to those inaugurated by Principal Bragdon for the benefit of the young ladies under his charge at Auburndale. It will be remembered that the purpose of Lasell seminary is to prepare young women for home life. As a means to this end a department of domestic science was started two or three years ago, which has proved most valuable to pupils and is voted a great success.

Lasell does probably more than any other school in the United States in domestic science. The department includes lectures and practice in cooking, home sanitation, practice in housekeeping, dress cutting, etc.

The work in cooking covers three years. The department is under the care of Mrs. Miriam N. Loomis, a teacher of large experience. A well furnished lecture room is provided for the instruction. In the curriculum of the school a place is arranged for cooking. Classes are formed among the pupils for personal work in the practice kitchen. The students learn how to make



Pres. C. C. Bragdon, Lasell Seminary, Auburndale, Mass.

bread, cake, pastry, desserts, etc.; also how to cook eggs, fish, vegetables, and meats. They also study how marketing can best be done and how to arrange menus for breakfast, dinner, and supper.

In the department of home sanitation lectures are given on the Home and the House, The Story of Bacteria, Situation and Construction of the Healthful Home, Heating and Ventilation, Danger of Food, etc. These lectures on home sanitation emphasize the importance of the home in society. If all our so-called educated women could have this training they would be better able to solve the perplexing domestic problems.

In the department of dress cutting instruction is given in draughting of waists, sleeves, shirt waists, and skirts. Practice in cutting, basting, fitting, and sewing is given to all.

Lasell was among the very first schools to recognize the importance of training for young women in domestic science, and has been quick to add to the work as it seemed wise. The school is thoroly supplied with maps, charts, chemical and physical apparatus, kitchen appliances, and everything that is needed to make the teaching effective. This is one of the most useful departments of Lasell.

An article discussing "The University Prepared Teacher in Secondary Schools" will appear in THE JOURNAL during the month of September.

Words to Parents.

One of the best and most persuasive booklets of the year comes from the Curtis School for Boys, at Brookfield Center, Conn., Mr. Frederick S. Curtis, principal. The booklet contains first a picture of the building which is a pleasant, home-like appearing house, surrounded by large trees. A table of contents follows.

The booklet proper begins with a few paragraphs headed "Introductory." A few sentences will characterize the contents. This booklet, it says, goes by the name of a school circular, but it means far more than is implied by such a title and it has a message that cannot be found in the conventional pages so often printed under that name. No school circular can do more than show possibilities. The Curtis school makes an earnest attempt to influence the life and character of every boy who comes to its fireside. Starting with the most humble beginnings, the school has grown thru almost a quarter of a century, always under the same guiding hands and always reaching out toward the realization of the same ideal. If it appeals to you as a place worth knowing more about, will you not visit it? What you will find is a school and a home planned and equipped with all the essentials for a healthy, happy life, and the work developing a sincere and manly character in boys. Its atmosphere is one of loving sympathy, and the tone among the boys is open, truthful, helpful, and comparatively free from impurity.

Outline.

Under the title "Outline of the School" the booklet states that it is an undenominational boarding school for twenty boys. It is independent of trustees and committees, and dependent for success upon individual and personal attention, and plenty of hard work. Every energy of the school is put forth toward the one highest result—the formation of good habits and the development of good character in all the workers. Such work is possible only with a small number of scholars.

One management has guided it for twenty-four years.

It is not a preparatory school in the sense of making immediate preparation for college or scientific school, tho such preliminary preparation for most of the boys is always going on.

Special instruction is given thruout the year, according to the mental development of the boy, in sexual physiology, the relations of the sexes and the absolute necessity of personal purity.

A boy must be left here *absolutely penniless*; he will receive a regular income, and be taught to keep account of it and his expenditures.

We all make one family, living under one roof. Every boy has a separate and independent bedroom, safe from intrusion, and a separate seat and desk in the school-room.

We buy for a boy's personal wants just as you would, and without commission.

The principal is a graduate of the Sheffield Scientific School of Yale university (1869), with twenty-eight years' experience in teaching.

Application is seldom made for a boy who is considered too young; a new one older than thirteen is refused.

No pupil will be taken for less than one school year, or the completion of the school year in which he enters.

No bad boy will be admitted, nor one who is feeble-minded.

No room is here for tobacco or firearms.

Tuition fee for the school year, \$500, is payable in September and February.

Relation with Parent and Child.

The talk with parents is most interesting reading. It is a plain, informal "chat" between Mr. Curtis and parents with sons to send away to school. A few of the most important points are selected, so as to show the general sentiment.

To outward observation this little school nestled among these New England hills is a small affair with a narrow life bounded chiefly by the school-room walls. What is there to broaden it beyond the narrow limitations of the average shut-in New England village, and raise its life above the monotony that such conditions almost always evolve? Very much. We are in constant touch with the higher school and college life because we are working towards them; we have our close communion with the larger world thru many books and much periodical literature; and best of all we are a center of deep interest that flows out from many homes.

Try to realize that in making choice of an instructor for your child you take a step of great importance, and you ask the one chosen to assume a grave responsibility. If I am the one you prefer, and am willing to receive your child in that relation, I am ready to assume all the responsibility that the situation brings.

It is not enough to recognize that your child needs firm discipline, and to be anxious to place him where he will receive it, nor even to approve in spirit our methods as they are presented to you. The good effect that should be produced will be lost on the child unless he gets from all his intercourse with you an unmistakable impression that you support us fully and work with us for a common end.

We never receive a child into our home without thinking of all it must mean to him to give up his association with those he loves, and come into an untried world.

I shall ask you at the outset to tell me why you wish to send your child away. I shall need full information about his temper, disposition, tendencies and peculiar traits,—all the principal features of his past life that have contributed to mold him. I depend upon you to tell me in confidence just how far you think your boy can be relied on. It is only a question of time when we shall know him well; if you will aid us at the beginning, we can probably work with greater success in the first months of our association.

We may see in your child certain peculiarities of temper and disposition that will lend an unhappy color to his whole life. We must take these into our reckoning, and you should be made aware of their existence if you have not already noticed them; so should he, if he is old enough. When I detect these and point them out to you, I ask you to be just as loyal to me as when I commend excellence in him. Be careful lest you allow yourself to think that your son contracted here what I may have to point out to you as bad habits. The probabilities are that he had acquired them before he came, and this is truer the older he is. No child's education can be wisely ordered unless this is recognized.

Do you suppose your boy will be contented here all the time? Probably he will not. It is impossible to regulate the methods, the corrections, the constant watchfulness of school life by the standard of an ordinary, well-conducted family. If he is to become what you hope he will be, he must have some discipline that will make him for the time unhappy, and that may cause him to write to you sorrowfully.

As soon as you bring boys together in school, you put them into the relationships of real life. They will assert their individualities, and act upon their inalienable rights. They must choose and refuse companionships, make mistakes, suffer for their own folly with mates and teachers, and experience the benefits of right conduct.

The correspondence of each boy must be confined almost exclusively to his family; any other will be allowed only with my approval. There is little need of other correspondence. The letters both ways all pass thru my hands, but are not inspected,

except those which are written by boys as class exercises.

I have a right to know the contents of any box or package received by one of my scholars, just as I have to know all the other details of his life while here. Affection for one away from home naturally and properly shows itself in gifts. If these take the form of cake, pastry, crackers, confections, any form of candy or sugar, or potted meats, I object to them in advance. Nothing can change the fact that gifts of good things to eat will be forever dear to a child's heart; but let such gifts be *fresh fruit*. This does not mean dates, prunes, figs, raisins, or any other dried or preserved fruit. Everything to eat sent in, except fresh fruit, will be contraband, and its distribution taken in charge by us.

If you wish to visit the school at any time to make its acquaintance, we shall be happy to welcome you whether you come announced or unannounced; tho if you will let me know day and train I will meet you at the station. But after you have satisfied yourself that this is the place where you wish your boy to be, and have put him under our care, we cannot offer you quite so general an invitation to visit us. We are glad to see you, and give time to explain the ways and methods of the school, in spite of our full and busy days; but it is for the boys' sakes that we want infrequent visits. We never wean them from their home affections; rather we cultivate these, only we must have their undivided time and attention as much as possible, while they are here. Do not fear that your child will be homesick; we almost never have a homesick boy. The life here is too full of new and glad interests for that.

You will observe that the calendar allows in the school year no other recess or vacation than the three weeks at the holidays. We have tried both ways, and know from experience that all other breaks are positive evils for us. Do not force me to make a personal refusal to a request for a boy's absence on some unimportant ground. Do not request his presence at home on Thanksgiving day; we make the celebration of that day and of Easter joyful occasions in our home, and the boys have traditions of good times then. If you assume that I shall probably make an exception in your favor, you will be disappointed. I shall probably see no reason for doing so, and a refusal will be quite as hard for you to bear, as for me to make.

The frank statement of the relation that must underlie successful work for a boy in this school, which is contained in these pages, has drawn to us an unusual class of patrons who have become our staunch friends. Their intelligent understanding and cordial acceptance of the situation have contributed very largely to the success of the school.



The Curtis School for Boys, Brookfield, Conn.

Advertising Private Schools.

By Robert G. Cooke, President of "The Grafton Press."



MUCH has been written, and many theories have been set forth, concerning the best methods for making known to possible patrons the merits of private schools; but, it seems to me that, in almost all cases that have come to my notice, the writers or speakers have not been thoro enough. Too much was taken for granted.

It is not my intention to lay down rules, the observance

ately as the older, more pretentious, and well-established one, if the most is made of its possibilities. Indeed, the consideration that age is less likely to be progressive and favorable to improved methods than is youth, in schools as in men, may very well inspire, in the minds of many parents, confidence in and favor for the young institution, confessedly availing itself of all that is new and good to win a reputation by its effective methods. Just as in all other lines of human activity, if energy, originality, and integrity are demonstrated, the way to success is clear, every gain made by experience being a step toward higher development.

There are all sorts of people for all sorts of schools, and the primary necessity in advertising must be a determination as to exactly what clientèle is to be sought, and, so far as may be possible, the locality in which it may most readily be reached.

Having determined upon the field to be covered, every gun must be leveled directly at that field. Each detail of statement as to the school's convenience of access, athletic possibilities, food for the table, sanitary arrangements, hours of work and of pleasure, character of the teachers, endorsements, names of graduates, position of parents in the community, must be driven right at the soil where it is most likely to take root. Make no over-statements, no exaggerations. Unless

these matters are told in a straightforward and reliable way they will react in the future. To paraphrase slightly a well-known couplet, you must have "The very name, a title page, the school a commentary on the text."

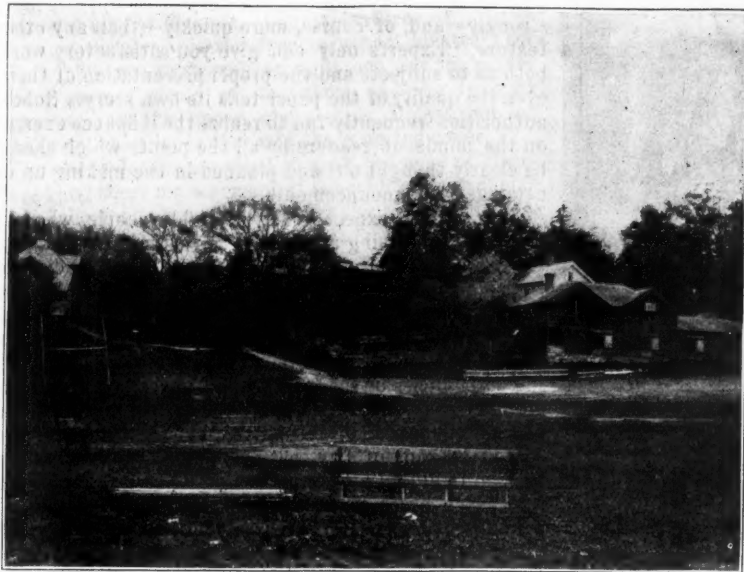
Advertising that Pays.

So called advertising—advertising that costs an actual outlay of money,—can be done in two ways: thru advertisements in daily papers, weeklies, and magazines, and by means of catalogs, circulars, prospectuses, or other

of which will meet the requirements of the varying circumstances surrounding all sorts of schools. That is impossible. Just as in the practice of medicine or of law, each case must be treated in accordance with its specific conditions; but I do desire to call attention to some features that are frequently overlooked.

I may say that, as a rule, the best managers of schools are not qualified to inform their particular clientèle as to what they have to offer and what they are accomplishing. The information with which they are saturated should be communicated to an expert advertiser. The latter is in a much better position, in an outside atmosphere and with his trained knowledge of the best way to appeal to the right people, to guide the principal's statement of facts into the proper and most probably remunerative channel.

There are all kinds of schools and each one possesses qualifications of its own especially commending it, if properly set forth, to some particular class of patrons. The newly organized and lightly equipped school has as good a chance proportion-



"The Gunnery."



Football Team of the Wilson-Lyon School.



Turning Lathes, Manual Training Department, New York Military Academy.

forms of printed announcements. These two methods are interdependent. One paves the way for and reinforces the other. The high-class journals are the recognized mediums of publicity for larger schools and the local papers for the smaller ones. The most suitable mediums must be carefully chosen, and it is well to remember that one striking advertisement, which will command attention, is a much better investment than a number of smaller insignificant ones. In a limited space, the name, location, and distinctive features of institutions should be given in the most pointed and the clearest way, always using cuts where possible.

As an example of this sort of thing I may mention the advertisement of the Kingsley school which appeared in a recent issue of *The Dial*, of Chicago.

In all cases the advertisements should refer to the catalogs, which, "will be sent promptly upon application."

Catalogs and Circulars.

The catalog must be regarded as the backbone of the scheme for publicity. Upon it will have to rest the responsibility for strengthening and making conclusively favorable whatever good impression may have been produced by judicious advertising in magazines, etc. Hence, no effort should be spared that will make it, in perfection of arrangement and style, in typography, press work, illustration and binding, an attractive and effective representative of the institution putting it forth. Make it as small and inexpensive as you will—according to your means, but do not employ a false economy

and issue something that will give you no returns. If you want to save money, save on the quantity—not quality. It does not matter how large an amount you expend in advertising, if you "get it back." That is the whole point in a nutshell.

Let your expert have all the details of information at your command. Give him a chance to study the situation on the spot, if possible, and then leave the matter to him, after you have decided on the size of the appropriation you can afford. Do not dwell too much on the details of the curriculum. They will reveal themselves in good time. The curriculum is not the foundation stone, altho it is very important. The illustration of the catalog is a study in itself, and very often appeals more strongly—and, of course, more quickly—than any other feature. Experts only can give you satisfactory work, both as to subjects and the proper presentation of them, even the quality of the paper tells its own story. School authorities frequently fail to realize the influence exerted on the minds of readers by all the points which should be clearly thought out and planned in the making up of catalogs and announcements.

You cannot expect many desirable people, who are constantly receiving all kinds of advertising matter thru the mails to show much zest at first in the reading of your announcement. You must lead them by successive steps. The cover must attract the right kind of attention. The title page must be thinly but forcibly presented, and there should be a general bird's-eye view of the possibilities on one of the first pages. Marginal or ordinary headings should guide the eye thruout. Necessary details must not be omitted, but they must be presented in such a way that every word will not have to be read to obtain a general idea of what is offered. If the reader becomes gradually interested, he or she will read all you want afterwards.

Among catalogs recently issued we have noted one,—small and very inexpensive—fairly well written, but not containing the address, which had to be noted in pen and ink on the inside cover. In another case—that of a very high class Brooklyn school—for the sake of "economy" all the material was printed on one sheet and so folded as to make it difficult to follow the subject-matter.

On the title page of a "Home and Day School" announcement from upper Manhattan, too many styles of type have been used, and, as a consequence, the page has a very unattractive appearance. Another page of the same announcement has a quantity of rules, etc., which are bad typographically and every other way.

In another eight-page circular, issued by a suburban



Bench Work, New York Military Academy, Cornwall-on Hudson.

school, the name of the school is almost omitted, and the reading matter bears no direct relation to the cuts, which are, however, very well printed on good paper. I have before me a sample of a good cover page spoiled by a photograph entirely out of focus. Another well printed announcement from a Connecticut school is weakened by an introduction altogether too abrupt. Still another circular, emanating from a Massachusetts institution, is unfinished, because it depends entirely on the cuts, which are attractive, but they should not be made to tell the whole story. In an attempt to make an artistic appearance a circular telling about a school of good standing, at a well-known winter resort, is utterly spoiled by the use of a type which is unusual and almost illegible. Some features of a little two-page circular, coming from a school located near Philadelphia, are very well brought out, but the maker thereof seemed afraid of the name, judging from its appearance on the cover, where it is almost out of sight, even tho that is the only thing on the cover.

The above details are cited to show the need of clear-headed and thoro management of school literature of this kind by those who have made the right kind of a study of it.

As instances of good work, in at least most particulars, I take pleasure in referring to recent catalogs or announcements issued by "Miss Round's School for Girls" in Brooklyn, "Sym's School for Boys," New York, and the "Wells Preparatory School," Aurora, on Cayuga Lake, New York.

Here is another cut taken from an attractive catalog just issued by the Wilson and Lyons school, in N. Y. city.

A circular from "The Gunnery," a Washington (Connecticut) school, shows general good work thruout, and the illustrations which are detached from the book itself, are very appealing. On page 211 will be found a reproduction of one of them.

The recent announcements of "The Peebles and Thompson School," of New York, and the Rye seminary, in Westchester county, New York, are also very daintily executed. There is a clever use of testimonials in the very attractive booklet of "The Wilson-Vail School for Boys" of New York, issued for 1899-1901. This is now the Wilson-Lyons school.

The announcement of "The Madison School" of New York, for 1899-1901, is remarkable for the good arrange-

ment of the subject-matter and the logical sequence of the headings.

As the last link of the chain, and an equally important one with all the others, in connection with the kind of school literature treated of here, I desire to refer to its distribution, which must be done in such a way as to reach the centers of influence—such as former graduates, the local papers, doctors, clergymen, teachers' agencies, newspaper information bureaus, etc. Accurate lists of the names and addresses of these people must be kept and they must always be up to date, to prevent the material being wasted. Lists not freshened frequently are not useful, and they might as well be discarded. Then, the material must be enclosed in appropriate envelopes. The matter of the postage required must be carefully considered beforehand. Personal addresses and the correct initials of people are important features to keep in mind in addressing envelopes. The respective advantages of the method of delivery must be thought out and decided. In other words, the distribution is just as much of a science as the preparation of the material, and that is one of the points of omission to which I referred in my introductory remarks.

In conclusion, I want to add the following suggestions to the above very necessary forms of obtaining publicity. The masters of schools should realize the importance of keeping in touch with another very valuable source of advertisement—their former graduates. They should be well cataloged by the card system, and their interest should be continually sustained by sending them all school circulars and announcements. They should also be used as references, especially in cases of applications coming from their vicinity. Newspapers should also be influenced to print accounts of commencement exercises, results of athletic games, and other items of interest.

A good deal of the above may not be new or original, because I have tried to include all possible means for attaining the end desired, but I hope that my method of presentation may be of value to school principals and others interested, and that they may be able to cull some suggestion of value from what I have tried to make as clear and as simple, yet as thoro, as possible. My closing advice to private school authorities is—do not try to do too much of your advertising yourself; leave it to the skilful, trained expert.



"Speech Day" at Harrow, the great Day of the Year at the famous Public School.
(See the article on Harrow on page 201.)

How Advertising Pays.

The value of advertising a private school is seldom more strikingly shown than in the case of Blee's Military Academy, at Macon, Mo. About seven years ago, according to *Advertising Experience*, Colonel Blee went to Macon to assume the superintendency of the St. James academy. The school at that time was run down and in debt. Without capital, and with only his ability as



Mr. S. H. Cloudsley Brereton, of Melton Constable, England, Who was the special guest of the N. E. A. at the Detroit convention. His excellent contribution to the discussion of the pedagogical lessons of the Paris Exposition was in THE SCHOOL JOURNAL last week.

an instructor and superintendent, Colonel Blee in five years established a reputation for the school and placed it upon a solid basis.

Two years ago ground was broken for the erection of what has proven to be one of the finest and most complete military academies in the United States. Colonel Blee's experience had taught him what was necessary for the building of a modern educational institution, and with an expenditure of over \$450,000 there stands to-day in the city of Macon what is said to be the best equipped military academy in the United States, if not in the world.

About this time there appeared in the leading metro-

politan dailies of the country, half- and full-page advertisements of the Blee's Military Academy. In answer to a question regarding his experience in school advertising, Colonel Blee said: "As my school was new I realized the necessity of doing larger and different advertising from the ordinary, believing it would create the impression that the school had been long established. In many cases I have taken a half page ad. using only the words Blee's Military Academy. The results have proven that my judgment was correct, as it has practically filled my school and has caused comment all over the country, not only by the public, but by the publishers, who seemed anxious to let the public know thru their columns of this new school.

"I did not confine my advertising to the Middle and Western States, but covered the country from coast to coast, knowing that a large amount of money would be expended in territories from which I would get no direct result. But I am a firm believer in indirect returns in school advertising.

"I would have considered our advertising practically lost but for our system of following up each inquiry. In many cases we have found it advisable to make personal solicitation. All our advertising is keyed, and we are therefore in a position to know where each inquiry comes from and the value of each medium used.

"I also believe in large space, for a large advertisement a few times will produce better results than the usual small card style of school advertising.



Pres. William M. Beardshear, of the Iowa State Agricultural College, President of the N. E. A., 1901-2.

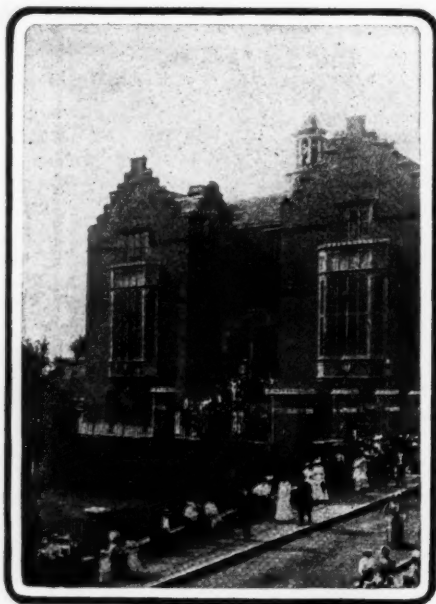
"In school advertising, I do not believe one should use comparison such as 'The best school.' 'The most successful school,' for by so doing you immediately place yourself in competition. Talk only your own school and do all you promise.

"I find that it takes about twenty-five catalogs for each pupil enrolled; as my school has a capacity of only 110 pupils, I issue 2,500 catalogs each year.

"The first year I spent \$7,000 in newspapers and circulars, using no magazines. Last year I spent \$4,500—\$2,100 of this in newspapers, \$1,500 in circulars and \$900 in magazines.

"Advertising a school is like advertising a commodity; it must have merit and do what you claim to be a success. However, I do not believe that it is necessary to continue heavy advertising after a school is well established.

"In two years this school has accomplished what many have not done in twenty-five to fifty years. While we realize the great value of advertising, we attribute our success to the fact that we do exactly what we promise.



The Old School at Harrow. This building dates from the Seventeenth Century.

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

The Bausch & Lomb Microtomes.

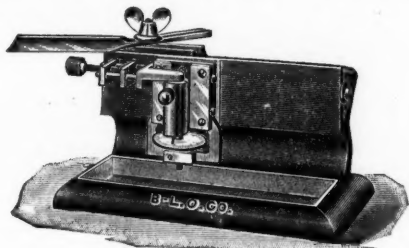
The new catalog of microtomes issued by Bausch and Lomb deserves a place in the science room of every school. It shows what remarkable progress this firm has made in its policy of breaking away from old patterns, tools, and materials, and reconstructing all instruments in accordance with the methods which modern mechanical practice has shown to be the best adapted to secure the most satisfactory results. The work is one that has required several years of experimentation and research. It is now practically complete and the results are shown in the new catalog.

Every teacher of science will appreciate the importance of the work which Messrs. Bausch & Lomb have been carrying on. Their experience in the designing and construction of microscopes, microtomes, and other instruments of precision, together with their unrivaled mechanical facilities have enabled them to produce microtomes that will fulfil the most exacting requirements for their accurate, and convenient section cutting of all kinds. In this work the firm has had the expert assistance of Prof. Charles S. Minot, of Harvard university medical school; Prof. C. R. Bardeen, Johns Hopkins university; Prof. S. H. Gage, Cornell university; Prof. J. Reighard, University of Michigan, and others.

The instruments featured in the catalog, all of which are new or have been remodeled are: the Minot Automatic Rotary



The Hand Microtome.



The Student Microtome.

Machine; the Minot Automatic Precision Microtome; the Automatic Laboratory Microtome; the Medicine Laboratory Microtome; the Student Microtome; the Table Microtome; the Automatic Demonstration Microtome; the Hand Microtome; the Bardeen CO² Freezing Microtome. A number of microtome knives and other laboratory appliances are likewise shown.

A New Pencil Sharpener.

Here is a pencil sharpener constructed upon an entirely different principle from that commonly used. It is based upon the



idea that a prop- capable of produc- point. The fact is tects, architectural artists have for hand file as a sharpener, and found it thoroly satisfactory.

In this particular case two files are set at an angle of about sixty degrees into a groove in a ruler. The pencil can be sharpened by moving it back and forth in the V thus formed.

erly made file is ing just the right cited that archi- draughtsmen, and years used the

The file teeth are pointed toward the end of the rule, so that the pencil is sharpened by the push. When the teeth of the cutters get dull, they can be changed to the opposite side and will be as good as new.

Pencils of any grade, large or small, round or oval, hard or soft, including the red or blue crayon, can be sharpened advantageously with this Cortis sharpener. It is adapted to the desk of teacher and pupils alike (Made by the Cortis Manufacturing Company, Meriden, Conn.)

Successors to the A. H. Andrews & Company.

The catalog of the C. F. Weber Company, which has succeeded the well-known firm of A. H. Andrews & Company, is now out and should be on file at every school board office in the country. Every article shown by this firm is manufactured in their own factory and therefore subject to no middle-man's profit.

One of the Weber specialties that deserves mention is their excellent line of school globes. Both in mechanical features and in accuracy these are remarkable. The maps used on the Globes are printed in colors and are kept up to date, with proper indications of all the latest political changes. The Gulf stream and other ocean currents are shown in white lines on a blue background, while the isothermal lines for January and July are indicated by blue and red lines. One of the most original of the newer globes, one that ought to fill a long-felt want is the Universal Colored Zone Globe, which embodies some of the features of the tellurian.

An article that is very useful for the desk in office or school-room is the Desk Ruler with Pen Extractor. This is made with a double bevel which renders it impossible to soil book or papers with the ink.

A New Crayon.

Olcott's New Century Crayon which has just been put upon the market represents a new departure in chalks. The material employed is not that of the ordinary school crayons. These New Century crayons are said to be hygroscopic; that is to say, they absorb moisture from the atmosphere. This absorption makes the crayon heavy so that whatever particles fall off sink promptly to the chalk-trough and are not disseminated thru the air. Chalk dust, as is generally known, is very injurious to the lungs. This new crayon is asserted to be hygienic in this regard. It is said also to be fully as white as chalk and to erase easily. Age does not injure it. Made by J. M. Olcott & Company, Chicago and New York.

A Noiseless Eraser.

Patent has been applied for Dan's "Noiseless Eraser." Samples sent to THE SCHOOL JOURNAL office show that it is made of a firm, wool felt, without wood, metal, glue, or cement. The face is stitched to the back in a firm and substantial manner. The back itself is of felt. It has a wearing face of two and one-half inches wide, solid felt, by one and one-quarter inches deep. The strips of felt forming the face open easily to the whole depth of the eraser, making a dust channel which will gather and hold the dust instead of sending it flying thru the room. A few strokes on the edge or face will clean it out. When it is dropped upon the floor the thud is hardly perceptible. Made by E. G. Dann & Company, Chicago.

Mr. J. R. Lynch, lately of the Helman-Taylor Company, opened several monts ago a store for the sale of pictures for school decoration. These pictures are handsome carbons, platins, and photogravures particularly adapted to school-room decoration. He also has secured the Harper prints which were controlled by Helman-Taylor Art Company.

Mr. Lynch is a very nice fellow and gives his entire attention to the schools. His address is 257 Fifth avenue and a visit will well repay any teacher who wishes handsome pictures at a reasonable price for their schools.

The large catalog of the Braun-Clement Company, dealers in art reproductions, is well worth sending for. It is in itself a handsome work of art. This well-known company is constantly adding to its list of reproductions suitable for schools.

Proper regulation of light in the school-room is a great desideratum. The Venetian Window Shades made by the Albany, N. Y., Venetian Blind Company are said to be singularly valuable in this respect. They also add materially to the appearance of a school building both from within and without.

Educational Trade field.

The Cheap Supplies Evil.

The methods employed by most school boards in purchasing supplies tends naturally, and almost inevitably, to the introduction of the very cheapest and poorest materials into the schools. As a rule a supply committee makes up a schedule of the articles that are likely to be used during the next ensuing school term and asks for bids on this list from local stationers or from general school supply houses or manufacturers. These bids are opened, on a certain specified date, in the presence of the committee, and the award of the contract is often made to one of the bidders at that time, says Otis K. Stuart in the *Pennsylvania School Journal*.

These schedules are made up by various officials in different communities. In perhaps the largest number of cases the schedule is prepared by the secretary of the school board, estimates being based upon past experience. In other districts the principals are asked to make up lists and these lists added together form the general schedule on which bids are asked. Where there is a superintendent of schools, the composition of the supply list is frequently left to him.

Whoever makes it up it is, Mr. Stuart believes, defective seventy-five times in one hundred. These schedules are almost always too general; they do not specify accurately enough the precise materials required.

Take tablets, for example. Most supply committees ask simply for so many hundred or so many thousand tablets. Not a word is said as to weight, brand, quality, or make. Yet in spite of this indefiniteness contracts are, as a rule, awarded to the lowest bidders. Such a system produces a constant tendency to introduce into schools the very cheapest supplies.

Lead pencils are a case in point. It has been shown by careful investigation in Pennsylvania that about sixty-five per cent. of the school districts of the state are using the cheapest lead pencils made—the mere riff-raff of the pencil factories. The leads in them are “culls” or “seconds,” each one with some defect. They may be too hard or too gritty or too brittle for use in the better and higher priced goods. They may be bent so that when they are enclosed in the wood casing they will break at several points in their length; or they may be nicked at one or more points, so that when the surrounding wood is cut away they will break at those nicked points.

Such pencils are very wasteful but this waste is not the only, or even the chief, evil which results from the use of these cheap pencils. A pencil bears directly upon the handwriting of a child. If it is not smooth—if it is harsh and gritty—it will not write easily, and the attention of the child will be directed as much to forcing it over the surface of the paper as to the proper formation of the letters; if it is brittle it will break easily, and need frequent re-sharpening, and thus the child's or the teacher's valuable time will be wasted, for it must not be forgotten that the lead pencils generally break at the most inopportune time—just when they are in use.

Moreover, there is a close relation existing between the quality and grade of a pencil and the kind and quality of the paper which should be used if good work is to be done. If the paper is soft, and especially if it has any “surface,” a hard, gritty, brittle pencil is perhaps worse than useless to the child. In fact, there have been instances where school boards have been compelled to purchase, at considerable additional expense, paper of fine quality simply because the pupils were furnished poor, cheap pencils. If, together with the fine paper, they had supplied fine pencils also, greater economy would have resulted, and a surprising advance made in the pupils' work.

Good work cannot be done without good tools. At the recent meeting of the Eastern Art Teachers' Association in Philadelphia, it was plainly evident that the best specimens of drawing and color work came from those cities and towns where the best tools and materials are used. It is true economy to use the best implements. If regular, legible, rapid penmanship is to be acquired, it is absolutely essential that the best tools be employed. The paper must be of the proper weight and quality, and the ink must flow readily, and the pens and pencils must be smooth and durable, no matter whether the writing-system be Spencerian, vertical, or what not. If the eye and the hand, as well as the mind, are to be trained by drawing; if the eye is to achieve discrimination, and the hand accuracy and delicacy of touch—then the drawing materials—the paper, lead pencils, paints, brushes, and colored crayons—must be selected with a view chiefly to quality, and with price a secondary, tho important, consideration. To attempt to teach writing or drawing without paper, or with the cheapest lead pencils, for instance, is like attempting to hew down a forest with a dull axe or a toy hatchet.

New Home of Lippincott Company.

The J. B. Lippincott Company has just moved into its new building at the corner of Sixth and Locust streets, Philadelphia; was ready for business there September 1. The new building has a frontage of seventy-six feet on Washington square and a depth of 179 feet on Locust street. The entire business of the company, including its book interests and the magazine, will be conducted in it. There are commodious and attractive offices and waiting rooms, with all modern appliances.

This is the third removal of the Lippincott house since its establishment fifty years ago. There have, however, been extensive enlargements in the structures occupied. In 1850, when its stand was 14 N. Fourth street, additions of a six story annex and a manufacturing establishment of almost the same size, at Fifth and Cresson streets, were made. In 1855 the name of the concern became J. B. Lippincott & Company, and in 1862 the first removal was made to 715 and 717 Market street, and eight years later the business extended to 710 and 712 Filbert street. There the name of the J. B. Lippincott Company was adopted. In November, 1899, came the fire visitation, compelling temporary abode at 624 Chestnut street, whence it is going to its new home.

American Text-Books in England.

There is no doubt that the “American invasion,” so much talked of in Great Britain, includes American text-books. The catalog of the American School and College Text-Book Agency, with offices at 9, Arundel street, Strand, London, contains a very complete list of popular text-books published by our leading houses. The announcement is also interesting that arrangements have been made to supply English educators with all the leading American educational journals. “These journals,” it is stated, “differ materially from the same class of periodicals published in Great Britain. They are characterized by an up-to-date freshness of treatment which renders them extremely helpful and suggestive.”

One of the announcements of the month is that Dr. Frank L. Sevenoak, for several years at the head of the educational department of the Macmillans, has resigned and will henceforth devote all his time to his work as professor of mathematics at the Stevens institute preparatory school. This position Dr. Sevenoak held during his stay with the Macmillan Company. His successor has not yet been announced, tho there are rumors that a very prominent bookman has been called to the place.

The Andrews School Furnishing Company, of 65 Fifth avenue, has lately been incorporated, John W. Carey, president; W. W. Dempster, secretary and treasurer. This firm has been doing a large business for a long time in new and second-hand school furniture. Under its new organization with increased capital it will develop rapidly.

Hall's Arithmetics, Books I-III, are making phenomenal sweeps. The city of St. Paul adopted them June 5, 1901. Speaking of their success at Lincoln, Neb., Supt. C. H. Gordon says: “The improvement effected by the introduction of the Werner Arithmetics this year has been so marked as to warrant the complete exchange during the coming year.”

C. H. Higgins & Company have moved from South 8th street, Brooklyn, to their beautiful new office and factory, located at 271 South 9th street, a fine, old-fashioned brick, mansion, and the large, roomy offices are beautifully furnished. In the rear on 8th street is the handsome new factory. Mr. Gavin, the manager, calls it the finest factory in Brooklyn.

C. H. Higgins & Company claim to be manufacturers of the finest inks and colors made. Their eternal black will never fade.

American paper makers are rapidly learning to produce satisfactory drawing papers. The days of the supremacy of the Whatman makers are about over. One of the latest American candidates for popular favor is the Patent and Free-Hand Drawing paper made by Taylor & Company, of Springfield, Mass. The samples sent out certainly take lead pencil tones admirably.

Under the editorship of Dr. Samuel Fallows, formerly state superintendent of public instruction in Wisconsin, the Current Encyclopedia has started in its course. It will be published in twelve numbers each year, serving the double purpose of a periodical of current events and of a storehouse of encyclopaedia. Everything of merely ephemeral interest will be kept out, while the significant features of the progress of the world will be accurately written up. Among the special contributors are men like Russell Sturgis; Prof. John M. Coulter; Prof. R. H. Thurston; Lester F. Ward; Prof. Jacob Reighard. The Modern Research Company, of New York and Chicago, is controlling the business end of this remarkable enterprise.

Notes of New Books.

A Text-Book of Commercial Geography, by Cyrus C. Adams, B. A., F. A. G. S. The subject of commercial geography is one that will receive much more attention in the schools in the future than it has in the past. The fact that the United States is reaching out for the control of the trade of the world makes it of paramount importance that American youth should be acquainted with the laws of commerce and the materials exchanged. It is fortunate that one so well qualified as Mr. Adams should have undertaken the task of preparing a text-book. He has long been known as a writer for periodicals on geographical matters, and possesses wide and accurate knowledge of the subject, and an ability to trace far-reaching causes and effects. He not only gives facts as they exist, but explains why they are so.

The large and small streams of commerce are traced, and he tells why they take such and such courses. Moreover he brings in the other things that help to make the development of commerce such an exceedingly complex operation. He shows the influences of inventions, of governmental aids and impediments, of the improvement of products and industrial processes and means of transportation, and even of race and religion, on commerce. Much that commonly goes under the name of physical geography is included. As the character and amount of commerce depend on the density of population and the degree of civilization, he shows why one country is thickly populated and civilized and another thinly peopled and barbarous.

These generalizations are embodied in the opening chapters, where he describes the influence of soils, forms of the earth surface, races, governments, religions, laws regarding trade, etc.; also the influences that determine the position of town sites and harbors, and the effects of wind, steam, animals, conduits, and electricity in the carrying of products.

Then he treats the commerce of each country in detail, beginning with that of the United States, and proceeding to our colonies and thence to Canada and Newfoundland, and the countries of Europe, Central and South America, Asia, Australia, and Africa. Very little statistics is embodied in the text; it is given in tables at the ends of the chapters. This has been compiled at the expense of an enormous amount of labor from the most reliable documents.

Great aid is given by the numerous maps and diagrams. There are colored maps showing the trade routes of the world, the annual amount of rainfall, vegetable products, and mineral products. Shaded maps show density of population, predominant religions, chief conditions of vegetation, races of man, prevailing winds, different classes of harbors, drainage areas, ship canals, distribution of domestic animals, rainfall, vegetable products, wheat, cotton, lumber, coal, and other areas, fishing regions, etc.? Each country studied is represented by one or more maps showing various commercial features. Besides these there are numerous full-page photographic reproductions of industrial scenes, such as the loom room of a cotton factory, an irrigated field of sugar beets, etc. The time, labor, and scholarship spent on this work have produced a volume of unusual excellence and value. It will be fully appreciated, we believe, by both teachers and pupils. (D. Appleton & Company, New York.)

The demand that undoubtedly exists for broad, well-considered text-books in commercial subjects is slowly being met. *The Commercial and Industrial Geography*, by Mr. John J. Macfarlane, librarian of the Philadelphia commercial museum, has been looked for with some eagerness and now that it has arrived is seen to be a book of most practical and interesting type. In making it a book for school-room use the author has had valuable assistance from Prin. Edward Hebden, of Baltimore.

This geography starts with the assumption that the pupil already has a fair knowledge of political and physical geography. It deals entirely with commercial relations. If the Mississippi is considered, the river is mentioned merely as an artery of commerce. The trade winds are referred to only for their influence upon shipping. The bulk of the book is given over to the drama of the world's industries. The growth and movements of the great food products are explained, the production of the things we wear, of the various household articles. Altho only a compilation, it is fascinating as a romance and fortunate is the high school boy who will have this for a study instead of some dry-as-dust physical geography. This kind of geography touches humanity on every page. Above all it appeals constantly to the imagination. School children ordinarily grow up in the midst of great industries

without gaining the faintest idea of what the industries stand for. After studying a book like this, they will be more likely to open their eyes at some of the wonders about them. Whenever one turns to a page one finds information displayed to appeal to the imagination,—whether one reads of the fisheries of the world, or the mining of coal, or the gathering of wood, or the drilling for petroleum. (Sadler-Rowe Company, Baltimore.)

Tarr and McMurry Geographies. Third Book. Europe and other continents, with review of North America. By Ralph S. Carr, B. S., F. G. S. A., professor of dynamic geology and physical geography at Cornell university, and Frank M. McMurry, Ph. D., professor of theory and practice of teaching at Teachers college, Columbia university. The plan upon which this series of geographies is based, that of a full description of the surface features of each country as the element determining their social and economic conditions, so leading to a comparison with one another, has been fully carried out in this third book. After a brief review of North America it gives a good description of each of the other continents; beginning with South America and Europe, tracing the history of the surface sufficiently to indicate the unity of geography and geology. Then it treats fully of the plant and animal inhabitants and shows how these depend upon climate. This leads to a consideration of the relative place of man among the fauna, and to a comparison of the stages of civilization found in the different countries. Closing with a comparison of these countries with the United States, a good opportunity is found to lead students to a general review of the whole subject. The book contains many relief maps in addition to the usual maps showing political relations. The representation of land as dark and the water as light is novel, and while it affects the eye a little unpleasantly at first, it offers certain advantages. The illustrations are a marked advance over those conventionally inserted. (The Macmillan Company, 66 Fifth Ave., New York city. Price, \$0.75.)

Natural Philosophy, by Isaac Sharpless, Sc. B., and George Morris Phillips, Ph. D., principal of the state normal school, West Chester, Pa., with the assistance of C. Canby Balderston, instructor in physics in Westtown school, Pa. Revised edition. The authors of this text-book deserve great credit for treating the subject in historic order, at the same time presenting all the later views to which nineteenth century discoveries and inventions have led. The plan of the book is inductive. The student is sent to the laboratory from the beginning of his study, where he is brought face to face with nature's phenomena. The individual experiments are so arranged as to lead naturally to generic laws. Most books designed for the laboratory method of instruction are little more than drill books in measurements and mathematical calculations. Mental gymnastics seem to be the end, rather than the use of formulæ as aids to investigation; in this the formulæ come from the experiments themselves. The definitions are remarkably clear cut and accurate, while the illustrations are so drawn as to fix the attention upon the essentials rather than the details. The clear explanation of duplex and multiplex telegraphy is especially worthy of commendation. The addition of a clear chapter on meteorology serves to indicate the close connection between this subject and physical geography, as well as to interest the student in the work of the weather bureau. (J. B. Lippincott Company, Philadelphia. Price, \$1.20.)

New Lessons in Language is a book for intermediate grades by Gordon A. Southworth, superintendent of schools of Somerville, Mass. The course covers two or three years, ranging from the third to the sixth grades, inclusive, according to the amount of time allowed for language work. The book has many excellent features, in line with the most advanced methods of teaching language. A liking for good literature is created by presenting worthy selections to be read, studied, copied, and learned. The children are helped to talk and write more freely about many things that they see or know. They are trained to become more observing especially in the field of natural science. Correct expression is made habitual by the frequent repetition of right forms. Correct models of written forms are given and imitated, much attention being given to capitals, punctuation, word-forms, etc. Besides, the pupil is made acquainted with the elementary principles of grammar. While considerable must always be left to the discretion of the teacher there is no doubt very satisfactory results would be obtained by following substantially the course here laid down. (Thos. R. Shewell & Company.)

The Holton Primer, by M. Adelaide Holton is a dainty little book with many illustrations that are copies of celebrated

paintings. Such a picture as Holmes' "Can't You Talk?" makes a charming page for little eyes to look at. It furnishes pretty sentences for little readers, too. Animal pictures are favorites. Children love to read about their domestic friends, cats, dogs, rabbits, horses. There are other animals, also, and such charming stories for baby pupils. The *Primer* is a primer from the first to the last page. The stories are full of life and the author's evident purpose to keep on the level of the first-year child is evident thruout the book. (Rand, McNally & Company, Chicago.)

The only excuse for a new English literature is that it will approach the subject from some new point of view. Prof. Vida D. Scudder's *English Literature* represents a fresh departure in that the English imagination and its racial antecedents appear as her central theme. The importance of the mingling of the various ethnic strains in the British isles in the development of the art and literature of the people is beginning to be adequately recognized; this is certainly one of the first, if not the first, of text-books to take it into account. The whole tone of the book is fresh and spontaneous—distinct and rather unusual merit in a compilation covering a vast field. (The Globe School Book Company, New York.)

In spite of their lack of spontaneity the poems of Pope have qualities that have prevented their sinking into oblivion. He was a master of the classic style of verse and he put many valuable thoughts in a form in which they have become familiar to the world. In *Selections from Pope*, in the English Readings series, we have some of the best of his productions in verse, ably edited by Edward Bliss Reed, Ph.D., instructor in English in Yale college. The introduction analyzes Pope's qualities as a poet. (Henry Holt & Co., New York. Price, 70 cents.)

Burke's Speech on Conciliation is edited for the English Readings series by Daniel V. Thompson, A. M., who has added an introduction giving a review of that great orator's life and services. Some features of the book deserve special attention. In place of the fascinating passages quoted or cited from Burke's contemporaries, the substance of those originals have been introduced, in a brief and pointed form. Incorporated in the notes are sentences giving the gist of the successive paragraphs of the speech, so framed as to form an intelligible brief when read consecutively. Many debatable points have been cleared up by the notes. (Henry Holt & Company. Price, 50 cents.)

The efforts put forth to make geography work attractive to children have resulted in placing upon the market many geographical readers, all having excellent points in common, and each having points superior to the others. The desire for something new in the reading line is another reason for those interesting books that make their way into the library and school-room. Longmans' *Pictorial Readers* are written in a chatty style that will hold the attention of children and thereby incidentally impress many geographical truths upon them. The boys and girls who live in these pages use their eyes to see natural phenomena and their tongues to ask why. Thru both these senses they learn what a wonderful world we live in and how wise are the provisions of Providence for our necessities. A wide range of subjects is touched upon even in this first book, so that little readers will have taken trips into many fields when they reach the last page. (Longmans, Green & Company, New York. Price, \$0.36.)

The Natural Arithmetic, Books I, II, III, has four aims: "To present the subjects in a spiral order, to make the work easy, to give the subject variety and interest, to develop genuine mathematical thought, to give prominence to the idea of magnitude." Abstract and concrete work are given in each lesson, but the concrete predominates. Simple problems are found on the first page. The little people thus are introduced to this phase of the work early. The problems are of a practical nature, too.

In the second book the same excellent features are noticed. Problems here also are nine-tenths of the work. The third book carries out the good features of the first two books. The teacher will go far before she finds any more practical arithmetics or better arranged. (American Book Company. Prices, 50, 40, and 50 cents.)

Owing to pressure of other matter, the department of School Law had to be omitted from this issue. A very important article by, Mr. R. D. Fisher, on the right of school boards to compel pupils to pursue studies which their parents object to, will appear in the School Board number for October.

Books Under Way.

Ainsworth & Company.

- Lakeside Series of Classics:
- Goldsmith's "The Deserted Village."
- Tennyson's "Enoch Arden"
- Hawthorne's "The Great Stone Face," edited by W. H. Skinner.
- Hawthorne's "The Snow Image," edited by Miss R. M. Kavana.
- Ruskin's "The King of the Golden River," edited by Miss R. M. Kavana.
- Browning's "The Pied Piper of Hamelin," edited by C. W. French.

The Baker & Taylor Company.

- "The Modern Mission Century," by Arthur T. Pierson.
- "The Children's Health," by Mrs. Florence Hull Winterburn.
- "Retail Advertising," by Frank Farrington
- "Young Men and the Times," by Josiah Strong.
- "The Next Great Awakening," by Josiah Strong.
- "The Jew as a Patriot," by Madison C. Peters.
- "Woodland and Meadow," by W. I. Lincoln Adams.

Ginn & Company.

- "A History and Description of Roman Political Institutions," by Frank F. Abbott.
- "A Descriptive Speller," by George B. Aiton.
- "Handbook of the Trees of New England," by Lorin L. Dame and Henry Brooks.
- "Latin Composition," by Benjamin L. D'Ooge.
- "Friends and Helpers" (Spanish Edition), by Sara J. Eddy.
- "Legends of King Arthur and His Court," by Frances N. Greene.
- "Beasts of the Field," by Wm. J. Long.
- "Fowls of the Air," by Wm. J. Long.
- "The Stars in Song and Legend," by Jermain G. Porter.
- "Old Indian Legends," by Zitkala Sa.
- "Cyr Readers by Grades," Books I-VIII, by Ellen M. Cyr.

Hinds & Noble.

- "Pieces That Will Take Prizes," by Harriet Blackstone.
- "How to Gesture," new illustrated edition, by Ed. Amherst Ott.
- "Ethics for High Schools," by Austin Bierbower.
- "Instructive Lessons on Plants and Animals."
- "Songs of the Eastern Colleges."
- "Songs of the Western Colleges."

D. C. Heath & Company.

- "A Brief Topical Survey of United States History," by Oliver P. Cornman and Oscar Gerson.
- "Literary Studies." A brief introduction to American literature.
- "The Tragedies and Fragments of Æschylus," translated by E. H. Plumptre. (A new edition.)
- "English History Stories," edited by H. P. Warren.
- "The Primer of Work and Play," by Edith Goodyear Alger.
- "America's Story for America's Children," Book V., The Revolution and the Foundations of the Republic, by Mara L. Pratt.
- Dickens' "Tale of Two Cities," edited by Hamilton B. Moore.
- Atwood's "Complete Graded Arithmetic," Sixth Grade Book.
- Thackeray's "The Rose and the Ring," with introduction by Edward Everett Hale.
- Lamb's "Tales from Shakespeare," edited by Elizabeth Stuart Phelps Ward.
- Craik's "So Fat and Mew Mew," with introduction by Lucy Wheelock.
- Storm's "In St. Jurgen," edited by Arthur S. Wright.
- Heyse's "Hochzeit auf Capri," edited by Dr. Wilhelm Bernhardt.
- Hauff's "Lichtenstein," abridged and edited by W. Vogel.
- Schiller's "Die Jungfrau von Orleans."
- "La Brète's "Mon Oncle et Mon Curé," edited by Mme. T. F. Colin.
- Daudet's "Le Petit Chose," edited by O. B. Super.
- "Bardos Cubanos," the best Cuban lyrics, edited by E. C. Hills.
- Echegaray's "O Locura O Santidad," edited by Geddes and Josselyn.
- Goldoni's "La Locandiera," edited by Geddes and Josselyn.

Houghton, Mifflin & Company.

- "England's Story:" A History for Grammar and High Schools, by Eva March Tappan.
- "The Government of the American People," by Frank Strong and Joseph Schafer.

The Riverside Literature Series:
 Hawthorne's "Marble Faun," edited by Annie Russell Marble.
 Irving: "Selected Essays from the Sketch Book," edited by Arthur Marvin.
 Goldsmith's "Vicar of Wakefield," edited by Mrs. H. A. Davidson.
 The Riverside Biographical Series:
 "Alexander Hamilton," by Charles A. Conant.
 "Washington Irving," by Henry W. Boynton.
 The Riverside Art Series:
 "Landseer," by Estelle M. Hurl.

Henry Holt & Company.

"Deutsche Bildungszustände im 18 Jahrhundert," edited by J. A. Walz.
 "Flora of the Northern States and Canada," by N. L. Britton.
 "La Familia de Alvareda," edited by Percy B. Burnet.
 "Elements of French Prose Composition," by J. H. Cameron.
 "The Story of the Nation's Politics."
 "Italian and English Dictionary," by Hjalmar Edgren.
 "Poems of Goethe," edited by Julius Goebel.
 Goethe's "Reineke Fuchs," edited by Edna B. Holman.
 "Legenden," edited by Carla Wenckebach and Margareta Müller.
 "Elementary Zoology," by Vernon L. Kellogg.
 "Hamburgische Dramaturgie," edited by Charles Harris.
 "Minor English Poems," edited by Martin W. Sampson.
 Macaulay's "Essays on Milton and Addison," edited by James Arthur Tufts.
 "Elements of Qualitative Analysis," *New Edition*, by Wm. A. Noyes.
 "Prose Selections from Walter Pater," edited by E. E. Hale, Jr.
 "Elementary Spanish Grammar," by M. M. Ramsey.
 "College Text-book of Chemistry," by Ira Remsen.
 "Sesame and Lilies," edited by Robert K. Root.
 "Elements of Physics," by Fernando Sanford.
 "Die Braut von Messina," edited by A. H. Palmer and A. G. Eldridge.
 "Wallenstein," edited by W. H. Carruth.
 Seignobos's "History of the Roman People;" English translation, edited by William Fairley.
 "Reader and Theme-book," by Calvin Thomas and William A. Hervey.
 Tirso de Molina's "Don Gil de las Calzas Verdes," edited by Benjamin P. Bourland.

William R. Jenkins.

"Bovine Obstetrics," by M. G. De Bruin.
 "Diseases of the Cat," by J. Woodroffe.
 "A Practical Guide to Meat Inspection," by Thomas Walley.
 "El Mallinerillo, by Otros Cuentos," par Don Antonio de Trueba, edited by R. Diez de la Cortina.
 "El Cantiro de Doña Mencin," por Don Juan Valera, edited by R. Diez de la Cortina.
 "First Year Latin," by W. W. Smith.
 "En Son Name, Jean Valdo a les Vandois," by Edward Everett Hale, and translated by Mary Prince Sauvour.
 "French Conversation Cards," by Theodora Ernst.
 "Cyrano de Bergerac," edited by Reed Paige Clark.

B. F. Johnson Company.

Homer's "Iliad" (Pope.) edited by Frances R. Shoup and Isaac Ball.

The Macmillan Company.

"Tarr and McMurtry Geographies," New England edition, prepared by Philip Emerson.
 "Choice and Chance" (Cambridge Mathematical Series), by William Allen Whitworth.
 Xenophon's "The March of the Ten Thousand," translated by H. G. Dakyns.
 "Euclid's Elements of Geometry," Books VI. and XI., edited by Charles Smith and Sophie Bryant.
 "Modern Europe," 1815-1899, by W. Alison Phillips.
 "Commercial Education at Home and Abroad," by Frederick Hooper and James Graham.
 "A Manual of Determinative Bacteriology," by Frederick D. Chester.

Rand, McNally & Company.

"The Holton Primer" (Lights to Literature Series), by M. Adelaide Holton.
 "Language Through Nature," by Avis Perdue and Sarah E. Griswold.
 "Four Old Greeks," by Jennie Hall.
 "Classic Myths," by Mary Catherine Judd.

"Child Stories from the Masters," by Maud Menefee.
 "Dr. Brown's Rab and His Friends," edited by C. W. French.
 Poe's "Gold Bug," edited by Theda Gildemeister.

Western Publishing House.

"German Primer," by Anna Richter Hamilton.
 "Introduction to the Study of Zoology, for High Schools and Academies," by N. A. Harvey.

Silver, Burdett & Company.

"Freshman English and Theme Correcting in Harvard," by C. T. Copeland and H. M. Rideout.
 "An Elementary French Reader," by Gaston Douay.
 "Our First School Book," by Carrie S. Ferris.
 "The Arnold Primer," by Sarah Louise Arnold.
 "Plans for Busy Work," edited by Sarah Louise Arnold.
 "Asgard Stories," by Mary H. Foster and Mabel Cummings.



The New Postal Regulations.

Postmaster General Smith has signed an order barring books issued under periodical titles from second-class privileges. Only those publications will henceforth be eligible which depend for circulation upon their actual value as news or literary journals.

This regulation affects classes of publications worthy and unworthy. It bears hard upon several of the leading text-book houses which issue expensive editions of the English classics serially. On the other hand a great many of the publishers of the under world will find the field of their "grafts" very much restricted by this decision.

Mr. Charles E. Merrill, head of the house of Maynard, Merrill & Company, takes a very sane, temperate view of this decision. When interviewed on the subject he said:

"The new regulation undoubtedly will work some hardship to such houses as ours, tho less than we might imagine. It is a fact that large orders for our English classics are generally sent by freight. We have of course a good many small orders which must be mailed and have certainly always found the second-class privilege a great convenience as well as something of a financial saving.

"However I am not prepared to say that the postmaster general's decision is not justifiable. The blow it deals to large classes of low and even obscene literature series is salutary. It may be that a little later some plan can be devised by which the firms that deal in standard literature shall not be paralyzed for abuses of privilege committed by unscrupulous publishers."

The Union Label on Text-Books.

The case against the application of the principles of unionism to school text-books has been urgently stated in a pamphlet recently issued by J. S. Cushing & Company, the well-known printers at Norwood, Mass. The Cushing Company has been foremost among the printing houses of the country in the fight against enforced unionism and it has certainly gathered upon its side a substantial show of arguments against the label and what the label stands for. The pamphlet cites legal decisions which indicate that the label ordinance has been defeated in every case when put to the test. The opinions of many of the leading printers of the country, all adverse to the label, are cited and the arguments used by Mr. Cushing in response to a request made Oct. 31, 1900, by Typographical Union No. 228 that he unionize his office are reprinted in full all told, the cause of the label in text-books seems to be pretty well demolished.



The Boston office of E. L. Kellogg & Company is at 116 Summer street and is in charge of Mr. Herman Goldberger, who is very favorably known to New England teachers. The success of "The School Journal" and of the other publications of this house in the New England field has been very marked. A full line of teachers' books and publications will be carried in stock at the Boston office, where friends of "The School Journal" will always be cordially welcomed.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 7, 1901.

Private School Interests.

The annual Private School number of THE SCHOOL JOURNAL is a unique publication, which aims to present the best models in the various departments of effort peculiar to private schools, especially the boarding school. The problems in this field are constantly growing in difficulty and complexity. Nor are they outside of the sphere of interest of public school men and women. The best private schools will ever represent the most complete realization of educational ideals. It is natural, then, that the public schools should look to them for training the people to see what schools can be made to do, what equipment is necessary for successful work, and what good things there are to be derived from education conducted in an enlightened, liberal spirit.

The fact that many private schools are followers rather than leaders of the public institutions does not change the principle. It may be set down as a rule that every private school that is worthy of the name of school represents the practical working out of an educational ideal. Institutions conducted for revenue only are mere department stores where one can purchase at prices plainly marked on the goods, or in catalogs, so much French, so much painting, etc., etc. They are wholly outside of the field of education. The present number is dedicated to the private schools whose interests are educational rather than commercial, which are more anxious to learn what to do with a pupil after they have him, than they are merely to have him enrolled and paid for, which seek to give to their pupils the best there is to be had.

At the Chicago Institute in one of Colonel Parker's inimitable lessons in psychology, a pupil made a remark in which she unwittingly gave the substance of the reason for the demand for private schools. The colonel had asked some such question as, "Why is it such a difficult task to make public school officers strive for the best education for the children in the schools? The pupil, a girl of about eighteen years of age, replied, "Either they don't know what is best or they are afraid to make the effort or"—just then the bell rang for the close of the session, and she quickly added—"that's why we have private schools." The colonel had already moved toward the door when the weight of the remark struck him. He turned briskly around with, "There you have said a greater truth than you know." As long as there are teachers and superintendents who wittingly or unwittingly deprive the child of his educational rights, there will be, and must be, private schools. Thank God for them!

Particular interest attaches to the illustrations of the Washington School for Boys and the New York Military academy, in the present number. The Washington is perhaps the most completely and most elegantly equipped private school in this country. The recognition of the value of physical training and especially of field sports is very expressive of the modern tendency in secondary and tertiary education. New York Military academy is a pioneer among great private schools for boys in offering complete courses in manual and industrial training. Lasell seminary is leading the way among the institutions for the training of young women. The domestic science courses in this institution can well serve as a model for girls' schools.

There is as yet no institution in this country representing as completely elaborated a philosophy of education as Abbotsholme, of which a sketch appeared in THE

SCHOOL JOURNAL'S "Annual" of last June. The editor intended to have a chart sent out with the present number giving a bird's eye view of Dr. Reddie's plan, but unforeseen difficulties have delayed the publication and the matter will have to be delayed until the Christmas number, to be published the latter part of November.

This calls to mind the experience that the managers of the best patronized private schools are staunch supporters of THE SCHOOL JOURNAL. They recognize that success depends upon constant watchfulness and circumspection; upon a ready discernment of any new lines of progress in the educational field; upon strict devotion to their profession and the determination to keep abreast of the vanguard. Several principals of large private schools have made it a rule to subscribe for each of their assistants. One of these far-sighted men, in sending twelve dollars to pay the subscriptions for himself and his five assistants, wrote recently, "I consider this the best annual investment for the equipment of my school. Your periodical contains just the sort of stuff to keep one on the move, filled with the conviction that one is engaged in a noble work. The reading of your last year's Private School number meant an actual cash gain to me. You seem to have our every need in mind, and meet it at some time or other. Good luck to you, and many years of ever-increasing usefulness and prosperity."

How deeply private school men are interested in descriptions of promising lines of educational endeavor is evidenced also from the fact that the article about Abbotsholme in the summer number brought inquiries from them at a ratio of seven to one public school man. This does not indicate that public school teachers take less interest in educational progress, but that they feel more keenly how almost impossible it is for them to secure the equipment necessary for carrying on the most advanced work. Moreover, they do not deal with the problem of boarding pupils.

The present number goes to many private schools whose principals are not yet enrolled on the subscription list of THE SCHOOL JOURNAL. These we ask especially to read every page with care, and to ask themselves honestly whether they ought to let a day pass before they join those of their confreres who have made this periodical a weekly visitor and counselor. The subscription price is so low and the value to be derived from its reading so palpable, that there ought to be no further hesitation.

State-Supt. G. R. Glenn's annual report of educational conditions in Georgia calls attention to an interesting sociological phenomenon—to the fact that a great deal of the emigration from country to city is due to the desire of parents to provide their children with good educational facilities. In many instances a family gives up the farm and a life of comparative prosperity to take up an existence of struggle and worry in the city for no other reason than that of schooling for the boys and girls. The figures show that in the cities of Georgia the increase in attendance during the past year amounted to about ten per cent., while the increase in the country schools was only about two per cent.

It may be premised that when the need of good school-houses, good teaching, and good supervision is felt in rural communities as it should be, this artificial stimulus to the movement city-ward will be in large measure removed. You cannot blame parents with aspirations for not wanting to send their children to some of the rural schools of to-day. Once let good work like that of the School Improvement League of Maine become general thruout the country, and the farmer will be less ready to give up his country independence to become a street car conductor or janitor in the city.

College Life 150 Years Ago.



GENTLEMAN, whom we will considerably introduce by his initials only as "S. L.,"* has left behind him a diary which affords an interesting picture of how the business of going to college was managed a century and a half ago. With no austere design to create invidious comparisons between the bald and niggard simplicity of those far-off times and the elegances of our own time, we purpose to lay before the kind reader such portions as may best transport him back over thirty lustrums and afford him a fair estimate of the freshman of 1751.

His birth having taken place at so remote a period as 1732, we may, in conformity with the notions which then prevailed, and by throwing ourselves and readers back into that distant era, evading any prejudices that may now exist against the use of adjectives denoting quality applied to that event in man's existence, permit ourselves to say that it was a good birth. That is, it was caused or originated by a line of respectable ancestry seated in the place of his nativity, enjoying competence at home and consideration in the vicinity. His father was a grave and respected magistrate by the commission of a royal governor, and what still more decidedly bespoke the confidence and esteem of his contemporaries, a colonel in the Massachusetts militia. These facts all appear, or most of them, in the little book, and are confirmed in the larger work of Dr. Boyd. His home is now and has long been the very elegant residence and valuable estate of one of the richest families of Boston.

In the year 1751, it seemed fit in the eyes of this worthy gentleman that his son should proceed to college and preparations were made for his departure. Why he did not go to Cambridge, which was within four miles of his father's house, fully appears in our book, but need not here be stated. He is bound to the distant seat of Nassau Hall in Newark, N. J. For a young gentleman of his rank to present himself among strangers, so far from his home, without evidence of the consideration in which he is held by his neighbors, and with no claim to favorable reception at the college, but the examination and the fee he tips at his entrance, was not to be thought of. The reverend clergy, honorable magistrates, merchants in credit with correspondents at New York, each in his way, came forward with credentials that were to place the son of their honored neighbor upon the clear-footing as regarded character and credit.

Of one of these letters of recommendation we shall make an extract. It is to his Excellency Jonathan Belcher, formerly governor of Massachusetts, and now of New Jersey:

May it please your Excellency:

Sir,—After due salutations, and wishing you health, and prosperity, and a peaceful government, these are to request you to accept the bearer's humble desires of your regard.

"Your Excellency will excuse this freedom, when I assure you, sir, I have still a sense of the peculiar regards shown me in the little acquaintance I had with you before you left New England, and the highest esteem I then had and still have of you as a patron of learning.

"Mr. (S. L., Jr.) visits Newark college in order to qualify himself for ye work of ye ministry, and to obtain academical honors from that college, which, I doubt not, his piety and learning will soon merit.

Hoping his conduct may merit him a character good in your esteem, and yt. he may be an honor to his own province, concludes me at present,

"Yr. Excellency's most obt.

"Most humble sert.

Chelsea, Sept. 9, 1751.

N. Oliver, jr.

We must give an extract from another. It is from the Rev. William Clenechan to the Rev. Mr. Burr, president of the college and the father of Aaron Burr:

* This gentleman, S. L. was born in May, 1732, at Waltham, near Boston.

Rev. Hon., and respected sir.

The bearer (Mr. S. L.), engages me, however unworthy, to address you in his behalf. He waits on you for admission into your society, and when you shall think he merits it, for ye honors of your college.

As he has lived with and near me, and taught in the town's school for upwards of a year past, to universal acceptance and edification of our children, as an overseer of said school, and as a friend engaged by his merits, I can't refuse granting his request of recommending him to your nearest esteem.

As I doubt not his learning and piety will soon convince all acquainted with him of his just deserts, if God shall increase those graces, which seem fast-rooted in his breast, I shall save no more of his merit, being called suddenly to this task in great haste.

As I think, sir, you may safely depend on his veracity, I shall leave him to give you a narrative of the particular reasons for traveling so far for those honours wh. some persons might think should be conferred nearer home.

These letters and others of like import, the young gentleman not willing that such testimonials of his good character and mementoes of the regard of the great and good men, who gave them should be lost, carefully copied into the little book before us, to which we are wholly indebted for their preservation.

HOW THE STUDENTS TRAVELLED FROM BOSTON TO NEWARK AND OF HIS POSSESSIONS ON SETTING OUT.

On these heads we copy from the book:

Sept. 6, 1751. Possessed of five dollars, one moydor, three guineas.	
Sept. 10. Laid in for the voyage to New York, viz.:	
5 quarts West Ind. Rum	£1 17 6
½ lb. Tea, a 48s.	12 0
Canister.	06 0
1 doz. fowls.	210 0
2 pounds loaf sugar at 8s.	16 0
1 doz. and 8 lemons.	1 09 0
3 pounds butter.	12 0
Box. 5s.	05 0
	£8 7 6

The above computation is in the currency called old tenor, at £2 5s. to the dollar. And as, in the extensive journeys thru which we shall follow our student from Boston, in Massachusetts, thru the provinces of Rhode Island, Connecticut, New York, and New Jersey, or parts of them, we shall find him computing in various currencies, it may be as well here, and once for all, to remind the reader that the value of a dollar was as follows:

New England currency.	£06 0
Light or Newark.	08 8
Proclamation.	07 4½
New York.	08 0
Old Tenor.	25 0

Thus we find that his rum was about sixteen cents a quart; butter eight and one-third cents a pound; tea about a dollar; his fowls a little more than a dollar a dozen; and the total of his outfit for the *voyage* something short of \$4.

We hope that our readers will refer to the letters of introduction and consider the high promise and purposes of the party undertaking the voyage, and refrain from any reflections upon the disproportion of the first article in the inventory to some of the others. It certainly reminds one of the bills found in Falstaff's pockets.

The journal proceeds:

Sept. 5, 1751. Put on board ye sloop Lydia. Capt. J. Van Wagener, master, viz.: a chest in w.c.; Two close coats, one great coat, two jackets, thirteen shirts, seven pair of stockings, six caps, four cravats, three handkerchiefs, one pr. breeches.

Books, viz.: Bible, Latin and Greek Testaments and Grammars, Latin Dictionary and Lexicon, Ward's Introduction to Mathematics, Gordon's Geography, Virgil, Tully.

A voyage so long as from Boston to New York could not, of course, be made without touching at an intermediate point and we find a memorandum of expenses at

Newport, where the young scholar supplied himself with a penknife, a corkscrew, and a bucklebrush, at a cost of £2 5. O. T., but the long voyage had an end at last, so that he was able to pay the captain £1 8s., on the 24th day of September, 1751, in full for his passage, as appears by Capt. Jacob Van Wagener's receipt of that date. This must have been York money, and amounted to \$3.50, as appears by an entry in these words: "York money, dollar 8s."

It is easy for a young student to imagine what impulses moved the heart of this young gentleman on finding himself in the City of New York. The memorandum proceeds:

12 yards best Russell @ 4s. 6d.	£2 14 0
2 Duke of Cumberland handk'fs.	5 4
8 yards plaid @ 5s. 6d.	2 04 0
3 pairs worsted stockings @ 10s.	1 10 0
Paid Mr. Barnes for entertainment, viz. 1 day.	4 10 0

Equal to sixty cents. Who will show us the *St. Nicholas*, or *Metropolitan* of 1751, that fobbed that reckoning? Its attractions could not divert our Tele-machus or detain him beyond a single day from his purpose, and he proceeded on the 24th, at an expense of eighteen and three-fourths cents to Newark, leaving, however, with Mr. Ennis Graham, the materials to be made into a gown. For this he afterwards sends, with 5s. 6d., York, by Clintock, his chum.

Also paid Dr. Turner for five days board, the washing of five shirts, and bringing up my chest, etc.	£0.05 0
A pair of snuffers.	0 01 0
Oct. 3. A gallon West Ind. Rum.	0 05 0

[5 quarts gone since the 10th of September].

How he spends money at college, on dress, etc.

October 3, 1751.	
Paid Mrs. Crane, viz.:	
For 21 lbs. candles, @ 10d. per lb.	£0 17 6
Oct. 4. To a fountain pen of Mr. Gordon.	0 01 9
Oct. 7. To Mr. Sol. Davis, for bringing up my gown from York.	0 00 6
To pr. garters for a gown-string.	0 01 2
To 3 yds. flannel, @ 3s., for pr. waist coats.	0 09 0
To 2 doz. buttons.	0 01 2
To making ye waistcoats, @ 2s. a piece.	0 04 0
To 5 yards list.	0 06 9½
To J. Canfield in boot for exchange of Lexicons.	0 07 7

Newark or Light. £2 03 2½

Three months we will suppose devoted to the ordinary routine of college exercise, and that the health and spirits of the students required the gown, which Sol. Davis brought up from New York, to be laid aside, while a few days should be spent in "seeing the year 1752 inaugurated with proper solemnities and festivity into the place of the old one."

Accordingly we find as follows:

January 8, 9, 10, 1752.	
To expenses in a journey to N. York, sly-hire, etc.	£1 00 6½
To postage of a letter from my father.	0 01 8
To Martin's dictionary 15s; calendar, 4s.	0 19 0
To an almanac, 9d.; sand-box, 6d.	0 01 3
To inkpowder, 1s., sealing wax, 6d.; grinding razor, 6d.	0 02 0
To a jacket.	3 06 10

These articles in York currency. £5 11 3½

It may not be necessary to copy more of this part of the book in course, but we shall make a selection of various items of what seems to us of most significance.

And what Jersey-man will not read with pride, in the first that follows, the evidence of the antiquity of a branch of industry that now reflects honor upon his state from all parts of the country:

March 24. To E. Crane, for a barrel of cyder.	£0 14 0
Horse and Chair to the Falls.	0 08 0
I. Sheppen. 40s. York, toward the bottles.	2 03 4
For mending my button.	0 01 0

This last article puzzled us for a moment, and in sadness we were on the verge of renouncing our omniscience as a reviewer. What button, in the name of all that is

ancient, was that which, being capable of being mended at all, could have required for its repair, in labor and materials, the sum of eleven and a half cents?—a sum which, to judge from the price of fowls at \$1.10 per dozen, or butter at eight and two-thirds cents a pound, would have purchased at least three times as much as the same sum would purchase to-day. Was it a single button omnipotent to confine the waistband of those breeches which he brought from Boston? Did it figure as an auxiliary to those "garters," which he bought for a gown string? Was it a stud of gold or silver doing alone the duty of the three required on the plaited bosoms of the moderns? Thus each article of ancient wear was called, when at "Button-Maker, Rise," a cocked hat of imperishable felt exhibited upon its front, in embroidered silk, the article in such earnest question.

And here is the hat itself:

May 21. To a hat.	£2 01 2
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And now for the board bill.

William Camp, Cr. To board from March 20 to June 20, 1752, at 7s. per week.	£4 11 0
Sept. 28, N. S. To 12 weeks and 6 day's board.	4 10 0
Jan. 20, 1752. ¼ cord of hickory wood, @ 14s.	0 03 6

This brings the board at eighty and three-fourths cents a week, and hickory wood at \$1.62 a cord. Let us go to Newark and save our money:

Aug. 29, 1752. Lent the President £8, York currency.	£8 00 0
Sept. 26. Paid Mr. Burr for my degree (Proclamation).	1 10 0
To materials for breeches.	1 08 9
Making sd. breeches.	0 06 0

Class June 17, 1752, President Mr. Preses silver can as gift, pr. hands Mr. Wright. Cost £7 10 0.

18th. Revd. Pres'd., by short orat, returned his thanks.

24th examination. Hebrew. Testament, Homer, Tully's orations, Horace logic, Geog'y, Astronomy, Nat. Philosophy, Ontology, Rhetoric, Ethics.

August 31. Paid toward the horse,	£7 16 0
To bill Camp, for putting my chest on board,	£0 06 0

These last two items admonish us that we approach the time for

Taking Leave of a College.

A small item for wine, with several for limes, sugar, and rum, about the same period, enable us to understand that the pains of leave-taking might have been assuaged by convivial sentiment, and that festivity derives a charm from sorrow, while it lightens its burden. The songs which that wine inspired were not the mad chants of Bacchanalism, but the wasting perfume of flowers. The flowers fade, indeed, and youth, with its peculiar pleasures, passes away; but not without hope and leaving the heart to ripen.

The "chest" is placed on board a craft, whose name is not preserved to us; but we trust a good craft, that safely discharged its freight of gowns, breeches, jackets, and "Duke-of-Cumberlands" to become, in time, the admiration and envy of the belles and beaux of the remote province of Massachusetts bay. Our adventurer begins

His Journey Home

The bachelor of all arts, by the diploma of Nassau Hall was, by his own achievement, a master of the important and gentle science of the horse; which, with a genuine prowess, he reduces to practice on this occasion.

Let us trace him with the aid of his journal. His fine face—for his portrait still exists—shaded by the hat he has bought for the handsome sum of £2 1s. 2d.—the mending of the button of which cost him as shilling; his full breast, throwing forward to the air and light the ample jacket or waistcoat that cost him £3 6s. 1d. What were its colors or materials? We know its liberal form and pockets descending to the hips. Was it plush or scarlet, velvet, corduroy; or what texture of long forgotten name, and of manufacture among the lost arts?

His horse carries him the first day to Harvard, where the night is spent. On the next he proceeds thru Bolton and Lebanon, to Leavenwell's in Norwich, where he

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sleeps again. Thence, by Volentown and Scituate to Angell's, in Providence; where, after a ride of fifty miles in the saddle, let us hope he had refreshing cheer. Thence, by Attleborough, Wrentham, and Dedham where, for some cause, he prefers Gay's inn to Ames'—he did not know of whom that Ames was to be the ancestor—he arrived, after another ride of fifty miles, at his father's house in Waltham.

Of the expense of this journey we are not informed; but fourteen years later he performed nearly the same route, on horseback likewise, when he expended about \$1.50 per day. On this last occasion, his practice was to ride about fifty miles a day, stopping three times between morning and night for purposes requiring the outlay of from sixpence to two shillings lawful, or eight cents to thirty-three and one-third cents, at each time of dismounting. He expended upon his journey home from college probably from four to five dollars, in the four days he was upon the road.

Without assuming to be perfectly accurate we may, upon the authority of the little book we have examined, conclude that our young gentleman left home with about twenty-five dollars in his pocket. In the twelve months of his absence he received:

Upon Mr. Wendell's letter of credit.	\$ 40
From his father.	100
From some one, thru one E. S., about	20
<hr/>	
Making with the \$25 first named	\$185
Of this there went for clothing	\$ 43
Board, at 80¢ cents per week,	42
College Bills,	20
Amusements,	6
Rum, \$3; Cider and Bottle, \$8.	11
Traveling Expenses,	12
A Horse (part payment),	20
Sundries—Embracing wood, at \$1.62 per cord; candles, 10 cents, barber, etc.	11
<hr/>	
	\$165

Thus, we have a pretty fair notion of the college expenses, for twelve months, of a young gentleman of respectable birth and connections at that time, whose habits appear to have been liberal and whose outfit was upon such a scale as to enable him once to accommodate the resident with a loan and, at another time, to unite with his classmates on a complimentary gift to him.

In dismissing the little book from this review, the imagination lingers upon the scene thru which it has carried us. The myriads who have seen thronged the paths he trod and, without leaving a memorial of their individual existence, have resigned to succeeding generations, the shadows they have pursued, even the generation that now toils in the harness all pass away to give place to the adventurers whose little travels and brief sojourn we have thus become acquainted with and the people among whom we trace him.

The country itself, thus "re-peopled with the past," owned the feeble sway, under George II., of the Duke of Newcastle, in whose horizon its dim outlines were but little known, and which he describes as "the island called New England." The country must have been, much of it, a wilderness permeated with roads, so little deserving the name and answering the purposes of such accommodations that, nearly forty years later, our traveler habitually passed over them on horseback, sending his luggage by sea. The almanac of that and even a much later period, gave most of the space after the calendar to registering the names and places of the principal inn-keepers, with the distances between.

It was in the very month of September on which our student left college that Lord Chesterfield's famous bill, establishing the new style of the calendar, took effect. Washington, who was of the same age with our hero, was surveying in Virginia. Earl Bute was intriguing at Leicester house and the future Chatham nursing, in the impotence of subordinate official station, the terrors that, in a few years, were to burst upon the two great powers of continental Europe.

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The Busy World.

The ruins of a large ancient city have lately been discovered in the state of Guerrero, Mexico, by J. M. Saunders, an American. The city is one which must in its best days have had a population of at least 50,000. It was located on a mountain ridge at the very summit of which stood a great amphitheater. In the center of this is still to be seen an altar thirty feet high and covered with hieroglyphics. The arena is strewn with large stone axes, beads, jade ornaments, arrow heads, and many small copper ornaments.

County Training Schools.

The prospectus of the Marathon, Wis., county normal school for its third year calls attention to the success that is attending the creation of those county schools for the training of teachers. This Marathon institution is under the principalship of former State Supt. O. E. Wells, and is therefore assured of very able directorship; but all the county normals, so far as heard from, seem to be doing well.

The underlying idea is to have a good school in close proximity to the homes of its pupils—an institution where those who have completed the ordinary country school course can get training which will carry them somewhat beyond the work of the schools in which they are liable to teach. The program of these schools is not designed to be very ambitious so far as extent and variety of the subjects offered are concerned. Those who show special aptitude will be sent on to higher schools.

More Mound Builder Relics.

A party of Ohio archeologists, headed by Dr. W. C. Mills, has been working for several months past upon the big Adena mound near Chillicothe. They have already made some finds of considerable importance. In taking off the top or subsidiary strata a number of skeletons were unearthed as well as bracelets, finger-rings, ank-

lets, and other delicate ornaments. These interments were of the kind known to archeologists as intrusive; that is to say, they were made by wandering tribes after the mound had been completed. Any traces of the actual builders of the mound must be looked for in the lowest stratum.

Here was found a giant skeleton—giant as mound builders go, for they were evidently a very small race. This was the skeleton of a man nearly six feet in height. Close by him were a gorget and a pipe. The gorget is made of slate, bored with two holes thru which a cord can be passed allowing the gorget to be worn around the neck as an ornament. The pipe is cylindrical in shape and about four inches in length. It was made of fire clay with little holes at one end thru which the smoke can pass.

Six other skeletons were exhumed. Ornaments were found with nearly all of them. Among other things were beads skilfully fashioned from bones of animals, each with a small hole thru the middle.

King Edmund's Bones.

Behind the simple statement in the London dispatches a few days ago that the relics of King Edmund the Martyr had been brought from France to England there lies a mass of history, to say nothing of the still larger body of disputed assertion, religious tradition, and sheer folklore fable which 1,031 years have developed about a name that once attracted more reverence in England than that of any other native saint, except those of Edward of Westminster and Thomas of Canterbury. The recent action of the pope, the duke of Norfolk, Cardinal Vaughan, and the Catholics of England at large has, in fact, resulted in throwing the weight of superior numbers, not to speak of authority, all on one side in a controversy which has lasted for nearly seven centuries, and, incidentally, stultifying the veneration of St. Edmund's relics at the Abbey of Bury St. Edmunds from the year 1216 to the dissolution of the monasteries by Henry VIII., three centuries later.]

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ATLANTA

Edmund, or Eadmund, ascended the throne of East Anglia in the year 855, being crowned king of that part of England on Christmas day, at the age of fifteen. Both as a king and as a man, history gives him the highest character; as a warrior his prowess was called into requisition when, in 870, the great incursion of the Danes, under Ingvar and Hubba, swept over the counties of Norfolk and Suffolk; if he did not rout them, they left his kingdom and turned their attention to his neighbors on the north. They suddenly returned upon him; finding him and his people unprepared, by force of superior numbers they succeeded in scattering his army and compelling him to hide. The legend runs that when King Edmund was hiding on the banks of the river, near a bridge, the glitter of his golden spurs, reflected in the water, attracted the attention of a bride and bridegroom who were going over the bridge, and they betrayed him to his enemies. The curse of the martyr king brought such ill-repute upon the bridge that no bride and bridegroom now ride over it.

The heathen Danes, having made him prisoner, demanded that he renounce Christianity. Because he chose death rather than apostasy, Edmund was recognized by the church as one of the noble army of martyrs.

The relics of St. Edmund were kept in the church at Hoxne until 903, and then transferred to Bedricesworth, which thereafter became known as Bury St. Edmunds—meaning the borough of St. Edmund. Knut the Great, a Danish king of England, replaced the wooden church which covered the relics with a stone structure, the Benedictine monks took charge of it, and, long before the Norman Conquest, Edmund, king and martyr, had taken a conspicuous place in the galaxy of national saints.

In 1214, when John was struggling with Stephen Langton and the barons of England, who were bent on establishing the Magna Charta, the constitutional party made a pilgrimage to the shrine of St. Edmund the pretext for a convention which resulted not long after in a still more famous meeting at Runnymede, where the cornerstone of American, as well as of English, liberty was laid.

In their struggle with their king the English barons had invoked the aid of Philip Augustus, king of France, and an army came into England under his son, the Dauphin Louis.

The barons treated the Dauphin rather shabbily, and he carried off with him the relics of St. Edmund from the shrine, which attracted more pilgrims than any other shrine in England, except that of St. Thomas of Canterbury. The Book of Psalms, out of which it was said the sainted king had learned all the psalms by heart, was left. Now after the lapse of 1,031 years his remains have been brought back and will rest in the Catholic cathedral in London. There stood until 1849 the very tree on which he suffered martyrdom; it was an oak twenty feet in circumference, and some of its branches were seventy feet in length.

The Great Nile Dam at Assuan.

At present the cultivated soil of middle and upper Egypt consists of a belt of land on either side of the river extending as far as and no farther than the line reached by the waters of the high Nile. The rest is arid, unproductive sand. The Nile waters are peculiarly rich in a sediment invaluable for agricultural purposes, and yet every year enough Nile water and soil to create several Egypts are allowed to run into the Mediterranean. It is to impound this water that a great wall of granite is being built says *The Sun* on the southern side of the First Cataract at Assuan.

The wall stretches from the right bank of the Nile to the left, a distance of a mile and a quarter, and, when completed, will rise ninety feet above the level of low water. The top of it will be as wide as street, and will accommodate much traffic.

Continued on page 228.)

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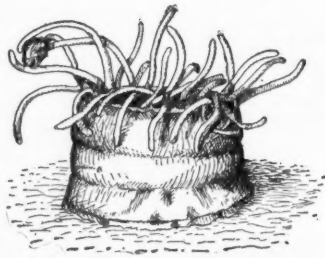
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(Continued from page 226.)

The wall is pierced by sluices. They number 180. The great steel doors with which they are provided will be worked by machinery, at once enormously powerful and yet so delicate that a child could let loose millions of gallons of this water which is to be Egypt's salvation. At some periods of the year 900,000 tons of water will rush thru the sluices every minute.

The dam will bottle up 1,000,000,000 tons of water; in other words, a lake 144 miles long will be formed.

The cost of the scheme has been fixed at \$25,000,000; but the Egyptian government will not be asked to pay a sixpence until the work has been completed. The settling of this little bill will extend over a period of thirty years, so that Egypt is getting her colossal dam on the same system as thrifty housewives get their sewing machines—the deferred payment system.

It will prove a good bargain for Egypt, for it is calculated that England is virtually making the land of the Pharaoh's a present of something like \$400,000,000.

In addition to the great wall at Assuan, a subsidiary dam is being built at Assiut. On the former 12,000 men are employed, the vast majority natives. They receive between three and four piastres a day, or about \$1.25 a week, which is twice as much as they usually earn. On pay day the money is usually brought in bullion on camels across the desert from the Assuan bank, and it is an interesting sight to see the patient bearers of the gold kneel down while their precious burden is distributed among the eager thousands of jabbering bappy toilers.

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How a School Board is Composed.

WORCESTER, MASS.—In reply to an attack made in a sermon by Rev. Austin S. Garver upon the school board of which he is a member, the *Gazette* prints a short biographical note concerning each one. Mr. Garver's point was that very many of the members are without educational qualifications. These persons make up the board:

WARD ONE.

Rev. Austin S. Garver, a clergyman, graduate of a college and a theological school, a refined, cultured, and scholarly gentleman.

Maj. E. T. Raymond, a well educated and well informed gentleman, a business and

professional man who has had wide experience in public affairs and whose war record was notable.

Prov. Levi L. Conant, an instructor in the Polytechnic institute, a college graduate, and a man of sound scientific training.

WARD TWO.

Herbert M. Wilson, a trained stenographer, appointed by the Supreme court as court reporter, educated, and formerly a teacher.

Andrew W. Ekstrom, a man holding a responsible position with the American Steel and Wire Company, a capable business man, well educated in Sweden, and a creditable representative of an important section of the community.

Dr. Windsor A. Brown, a physician, a college and medical school graduate.

WARD THREE.

Dr. Francis A. Underwood, graduate of the Worcester high school, Holy Cross college, and a medical school, a practicing physician.

Dr. Michael J. O'Meara, a physician of large practice, a college and medical school graduate.

Dr. John H. Sullivan, a practicing physician, graduate of the high school, Holy Cross, and Harvard Medical school; had extensive surgical experience in Boston.

WARD FOUR.

Dr. John T. McGillicuddy, graduate of a professional school and a practicing physician, member of one of the representative Catholic families of the city.

Dr. Thomas M. Daniels, a dentist, a graduate of high school and dental school; well educated and of high social standing.

John A. Fitzgerald, teller in the Bay State savings bank, a keen and capable man, picked out by a corporation for a responsible position.

WARD FIVE.

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(Continued on page 232.)

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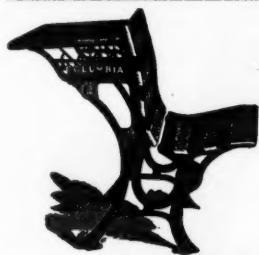
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(Continued from page 229.)

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WARD SIX.

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George S. Clough, a retired business man, long engaged in business as a contractor, formerly member of the common council and of the legislature; exposed defects in management of public buildings department.

Model Schools Started.

ATLANTA, GA.—The first attempt to run model schools in this state will be made this fall. The plan was suggested by County School Commissioners John N. Rogers, of Washington, and H. C. Saunders, of Pulaski counties, who have submitted their scheme to State Supt. Glenn and secured his hearty co-operation. The two counties will begin the experiment in October. In this way it is hoped to supplement and diversify the work done by the state normal school at Athens.

How to Treat Incurrigibles.

PITTSBURG, PA.—"Many teachers look upon the mischievous child as an enemy," said Dr. Sanford Bell, of South Hadley, Mass., at the annual meeting of the Allegheny county teachers' institute. "One of the tragedies of the school-room and of the home is when teacher or parent puts himself out of touch with the child."

Dr. Bell went on to say that the incorrigible in nine cases out of ten is not to blame for his character, since home and school influences have made it what it is. Parents and teachers too frequently develop latent tendencies toward evil instead of checking them. Abnormal sensibility is frequently changed into incorrigibility thru rough handling. The most sacred function of the teacher is to find the child's soul hunger and under proper treatment to satisfy it with the right soul food.

Another notable address at this meeting was made by Dr. Emerson E. White upon "Methods of Instruction." Dr. White discussed the direct, the indirect, and the objective methods of instruction, explaining their defects and benefits in the different periods of a child's life.

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by Dr. S. D. Fess, of Ada, O., whose topic was "The Beginnings of our Two Civilizations. The differences between the Northern and the Southern ideals of education were strikingly illustrated.

An announcement of great interest was that Pittsburg will entertain the state educational association next year. An attendance of 10,000 is already predicted by County Supt. Hamilton.

Progress in Newark, N. J.

School savings banks in Newark schools are being talked up. Commissioner Logan, of the ninth ward, has been looking into the matter and believes that Newark children ought to be given a chance to save their pennies. It is understood that Supt. Poland has given the scheme a qualified approval. It has been referred to a committee. The board has passed a resolution providing for the appointment of twelve physicians to act as medical inspectors at an annual salary of \$250 each. The nominations will be made from an accredited list of physicians who are willing to serve. A resolution has been passed

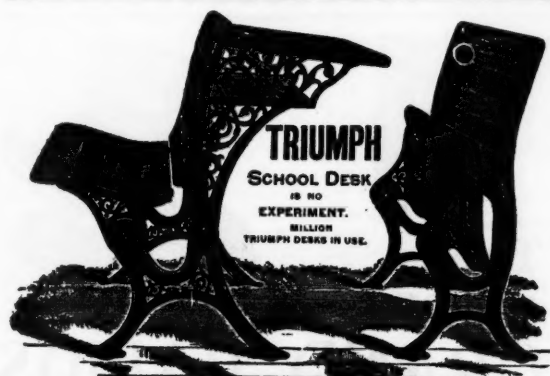
that all nominations for appointment, promotion, and transfer of teachers shall be made by the superintendent with the approval of the appropriate committee.

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In and Around New York.

Field Day at Crotona.

The great exhibition in the outdoor gymnasium at Crotona Park came off August 29, as planned by Supt. A. T. Schauffler. There were lively gymnastics and athletic events, including one in which the instructors tested their prowess. The basket ball contests for the championship of the city were especially spirited. Not only children from the playgrounds but some 2,500 of their parents and admiring friends were in attendance.

The boys were under the direction of H. S. Sauerbrey and James T. Gwathmey, general directors of gymnastics, and the girls were in charge of Misses Mae Halsted Beattys, and Ada M. Moseley. Each school group was captained by its own manager.

The exercises were closed with a boxing tournament. This had quite a professional character, for Joseph M. Knife, M.D., champion heavy-weight boxer of the Amateur Athletic Union, has been instructing about one hundred boys all summer. The little fellows have learned to give and take upper cuts and under cuts without sniffing, and the educational value of boxing has been thoroly demonstrated.

The School on Barren Island.

One of the most beneficent of the vacation schools of Greater New York was the one conducted under the principalship of Mr. Daniel S. Edwards on Barren Island. The school is said to be about the only redeeming feature of this strip of refuse-laden sand. No one of the teachers winter or summer, will live there, for the odors from the crematories and glue factories are beyond description. The employees have to live there in small wooden houses and their children grow up in surroundings that many a New Yorker would not believe to exist within the city limits. The school is in high favor on the island and nearly all the children attended the vacation session. The exhibition of their work on August 17, while it did not draw many visitors from the mainland was exceedingly creditable.

C. A. Bryce, M. D., editor of the *Southwestern Medical Journal*, in writing of la grippe complaints, says: I have found much benefit from the use of antikamnia tablets in the fever and muscular painfulness accompanying grip. A dozen five-grain tablets should always be kept about the house. Druggists speak well of them and so far as our experience goes, we can indorse the above.—*Southwestern Medical Journal*.



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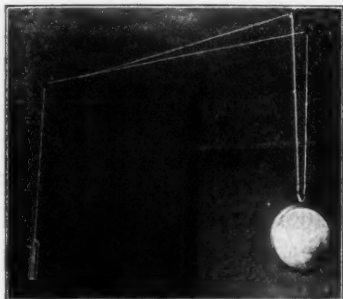
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Settlement of Religious Friction.

WINNIPEG, MANITOBA.—The ten years' struggle between Roman Catholics and Protestants on the question of subsidizing parochial schools appears to have been settled by compromise. The main contention of the Protestant faction is unshaken; no aid will be granted to denominational schools. Arrangements will, however, be made to receive the children of Catholic parents into the public schools upon a basis different from that of other children in that they will be kept together and Catholic teachers employed for them. It is clearly stipulated, however, that Catholic children must comply with all rules and regulations of the public schools and that no distinctive dress shall be worn by teachers.

Radical Changes Recommended.

CINCINNATI, O.—Supt. R. G. Boone is about to make some suggestions in his annual report. These suggestions, it adopted by the board of education, will enliven matters in Cincinnati. Not to be wordy, here is what Dr. Boone is after:

One-half day's session for first year pupils.

Introduction of kindergarten training in the public schools.

Introduction of industrial training.

Better equipment of the schools for laboratory work.

More frequent visits on the part of teachers to other schools.

Further use of the cadet system of training and trying teachers.

The introduction of the free-book system into all grades.

The collection of room libraries rather than school libraries.

Extended co-operation with the public library in order that the use of books by teachers and pupils may be facilitated.

Ungraded schools for irregular students.

That the board of education take more interest in the matter of the establishment of a thoro summer school system.

For Beautiful School Grounds.

MILWAUKEE, WIS.—A movement has been inaugurated for the adornment of the grounds of the eighteenth ward school. Plans for the improvements will be submitted at the next meeting of the Milwaukee outdoor art and improvement association. Prin. Lindsay Webb, of the school will give the association strong support in its endeavors, for he has long wanted to get rid of the dreary bareness of the building. This is not the first undertaking of the kind in Milwaukee, for as early as 1877 the school grounds of the first ward were decorated.

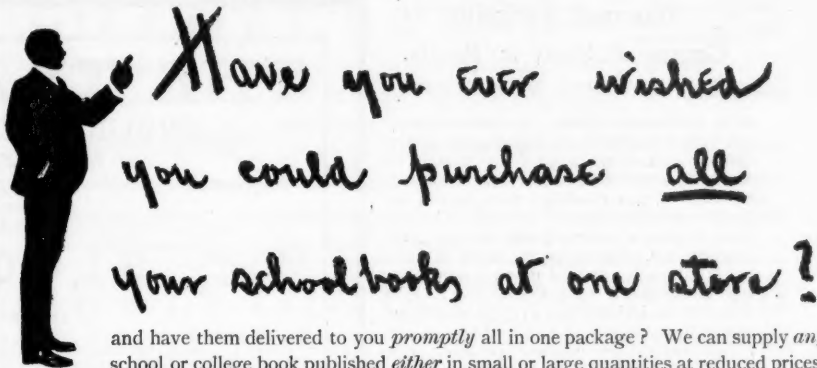
Philadelphia Items.

Troubles regarding the architecture of the new Central high school have not ceased. Contractor Johnston has entered a complaint that the floor of the gymnasium is unsafe, and calls for certain measures to strengthen it. On the other hand, Architect Cook maintains that the floor is all right. There seems to be no end to building quarrels in Philadelphia.

School Houses but No Teachers.

When school re-opens, in September, there will be five new school-houses in Philadelphia ready for occupancy, but it is doubtful if more than one or two of them will be used. No money is at hand to pay for the extra teachers needed to equip them. The shortage in the salaries account is already about \$27,000—a larger deficiency than had been anticipated since councils transferred from the item \$7,000 to the mite for maintaining vacation schools.

If the schools are not opened we shall see the usual trouble of overcrowding in old buildings, half-day classes, and children denied all school privileges. Yet councils found \$50,000 the other day as a starter for the new speedway in Fairmount Park.



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Normal Schools.

Course of Study in Manila.

The announcement of the preliminary term of the Manila normal school—the term held last spring—is interesting as showing what steps are being taken to give the native teachers a good equipment for teaching under American rule. The course of study is, in a modified way, that of any good American normal school. The subjects to which principal attention is given are English, geography, methods of teaching, arithmetic, school management, and the conduct of recitations. In English the work is divided into five grades according to the proficiency of the students, viz.:

(a) Preliminary course. Reading, conversation, and dictation exercises.

(b) Advanced course. Reading and grammatical study of selections from English literature. "Heart of Oak" series, Vol. III. and other selections.

(c) Course in English grammar. Text-book, "The Mother Tongue," Vol. I.

(d) Course of supplementary reading in geography. Guyot's "General Geographical Reader," and Carpenter's "Asia" will be read.

(e) Course of supplementary reading in history. Portions of Myers' "General History" and Montgomery's "History of the United States."

In geography the following courses are offered:

(a) Elementary physical geography. Frye's geography.

(b) Map and globe study; methods of their use in teaching.

(c) Geographical discovery. Explorations and colonial settlements since the beginning of the fifteenth century.

Three courses in arithmetic are included of which the third, (c), is of the nature of a seminar on methods.

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(c) School law. Study of Philippines education bill. Brief explanation of the public school system of the United States.

The initial term at this normal school was very successful and the acting principal, Supt. David P. Barrows of the Manila school system, predicts for it a great career of usefulness.

Success in Porto Rico.

SAN JUAN, PORTO RICO.—The summer normal school has had an entirely unexpected success. It was opened, July 14, for a term of ten weeks and an attendance of 200 students was provided for. To the consternation of the authorities 800 pupils turned up at the opening day, and the telegraph system of the island had to be worked day and night to bring in a faculty the next morning to take charge of the pupils. Supt. Brumbaugh regards this as the greatest triumph of educational methods the island has yet witnessed. As an immediate result foundations are now being laid for a large Insular normal school building at Rio Piedras, seven miles by railroad from San Juan. A beautifully situated tract of seventy acres has been secured and a building started at cost of \$35,000. The school will probably open November 1.

Colorado Normal School.

GREELEY, COLO.—The new heating plant, to cost \$10,000, which was voted June 6, is now being installed. During the summer more than 1,000 trees, plants, and shrubs have been set out on the campus. Several new professors have been taken on. David L. Arnold, formerly with the Leland Stanford university,

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Income from Interest and Rents.....	508,096.10	1,072,685.14	564,589.04	111.11
TOTAL.....	\$2,722,648.52	\$5,897,164.88	\$3,174,516.36	116.60

Assets December 31.....	\$11,252,639.54	\$26,245,622.04	\$14,992,982.50	133.24
Amount Insured December 31.....	\$63,290,789.00	\$134,238,923.00	\$72,948,134.00	115.26
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will take charge of the department of mathematics. Dr. Colin A. Scott, late of Chicago normal school and the Cook County normal school, has been elected to the principalship of the training department. Mrs. Eliza Kleinsorge has been added to the corps of training teachers. Prof. H. M. Bauer will have charge of the department of vocal music. John V. Crone, from the State Agricultural college of Iowa, has been appointed taxidermist and assistant in science. All in all, this school may fairly be said to be booming.

New England Notes.

SOMERVILLE, MASS.—Miss Ellen D. Gray, last year an assistant in the high school at Rockland, has been elected teacher of mathematics in the English high school here. Miss Gray is a native of Somerville, and was graduated from Boston university in 1895.

NEEDHAM, MASS.—Mr. D. Howard Fletcher has resigned his position as principal of the high school to become treasurer of a shoe company at Milboro. He has been a successful teacher at Needham.

MILFORD, ME.—Mr. Maurice B. Merrill, a graduate of the University of Maine this year, has been elected principal of the high school at this place.

KENT'S HILL, ME.—Prof. George A. Goulding, for the last two years instructor in Brown university has been chosen professor of Latin in Kent's Hill seminary, to succeed Professor Leslie. Professor Goulding is a graduate of Brown.

HALLOWELL, ME.—The vacancy in the position of assistant in the high school has been filled by the election of Miss Susanna Clay, a teacher in the high school at Guilford.

MECHANIC FALLS, ME.—Mr. H. E. Walker, of Ellsworth, has been elected principal of the high school, and Miss Agnes E. Beal, of Lewiston, assistant. Mr. Walker has taught for five years since his graduation at Bowdoin college.

BATH, ME.—Miss Grace E. Cotton, of Brewer, has been appointed principal of the South street primary school.

PLYMOUTH, N. H.—Miss Ella P. Merrill, for the past two years a teacher in the state normal school, has been elected as teacher in the normal school at Farmington, Me., to succeed Miss Harriet P. Young. Miss Merrill was graduated from Smith college in 1899.

FRANKLIN FALLS, N. H.—Misses Lucy W. Cummings, of Washington, D. C., and Mabel L. Butler, of Peterborough, will be the assistants in the high school for the next year.

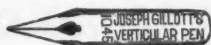
ST. ALBANS, VT.—Mr. Francis A. Bagnall, superintendent of schools for the past seven years, has resigned to accept the superintendency at Adams, Mass. Mr. Bagnall is a native of Chelsea, and was graduated from Wesleyan university, Middletown, Conn., in 1890. For several years he has been a member of the state board of commissioners for normal schools, and is now the secretary.

Mr. Frederick W. Freeman, of Westbrook, Me., has been elected Mr. Bagnall's successor. He has been at Westbrook for six years, and has taught in Maine since his graduation from Bowdoin in 1889.

PAWTUCKET, R. I.—Mr. Charles A. Cole, the principal and proprietor of a private school in this city, was recently drowned while on his vacation in Maine. He and his son were canoeing, when the canoe was caught in an eddy and overturned. Mr. Cole was unable to reach the land and perished, while his son succeeded in reaching shore only by the most strenuous efforts.

SPRINGFIELD, MASS.—Prin. James P. Williams, of the Elm street school, has resigned to take another position the na-

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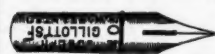
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ture of which has not yet been disclosed. His successor will be Prin. John L. Riley, of Braintree.

PORTLAND, ME.—The school board has elected as teacher in the manual training school Mr. George Fred Buxton, a graduate of Pratt institute, Brooklyn, who has for the past year been teaching in the Newark high school.

The New England office of THE SCHOOL JOURNAL is at 116 Summer St., Boston. It is under the management of Mr. Herman Goldberger.

Recommendations for Providence Schools.

PROVIDENCE, R. I.—The following suggestions are the result of the investigation of school conditions in this city, made last spring under the direction of Miss Ada G. Wing, assistant professor of physiology in the woman's college of Brown university. They certainly should be in force in the schools of every city:

"1. That a fire drill be practiced at least once a month.

"2. That the provision for wraps be improved.

"3. That the sanitaries be placed in the basement, or, when that is inexpedient, a covered approach be provided for use in inclement weather, and some system of heating them be adopted, such that they may not be a menace to the health of the users and that those connected with the sewer may be flushed even in very cold weather.

"4. That the compartments be made private in every case.

"5. That the necessity of keeping all parts of the closets absolutely clean and free from odor be insisted upon.

"6. That in all school-rooms the floors be washed properly once a month.

"7. That the feather duster be abolished and that a dry cloth, from which the dust is shaken outside the room, be used in its place. Also that all desks, seats, and woodwork habitually touched by pupils be wiped with a damp cloth wet in a disinfectant once a week. This recommendation is not visionary, as is shown by the practice of other cities, notably Brookline.

"8. That the use of slates be abolished.

"9. That, as far as possible, individual pens, pencils, and other utensils be insisted upon.

"10. That the faucets be so changed that the pupils may obtain water without risk.

"11. That light curtains rolling from the middle or from the middle and the bottom of the windows be furnished for all except the windows in front of the pupils. That these windows be provided with very dark curtains, which shall be kept drawn, except possibly on gloomy days.

"12. That the adequate lighting of the rooms receive special attention and that when the light is poor the walls and woodwork be tinted a lighter color, and ribbed or prismatic glass be placed in the windows.


"13. That sufficient artificial light be provided in every room.

"14. That as new seats are introduced special care be taken to procure the best pattern and to secure perfect adjustability.

"6. That a series of tests of the eyesight of the pupils be introduced into the schools and be repeated at regular intervals, and that proper measures be taken for the relief of pupils whose sight is found to be defective.

"7. That as new buildings are erected special pains be taken to incorporate the latest ideas of experts in school hygiene and architecture, thus avoiding the glaring defects found in some of the buildings erected even within the last five years.

"8. Finally, the committee wishes to

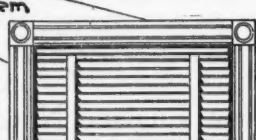


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Items from Everywhere.

MEMPHIS, TENN.—Trouble is promised for some of the private schools of this city where they open in the fall. The board of health some time ago determined that the vaccination laws should be enforced with the same vigor in the case of the private schools as of the public schools. It is known that almost no attention has been paid to the order by parents of children in the private schools. The board of health is determined to have a thorough inspection of each school in the city and every child who is without the proper certificate of vaccination will be sent home.

MAUMEE, MICH.—The newly appointed superintendent is Mr. J. M. Beck, a graduate of the University of Michigan, and of the Ypsilanti normal school. Mr. Beck has been a teacher for the past ten years, the last three having been passed at Delta, Mich., and has an excellent reputation throughout the state as a conscientious and active educator.

NEWCASTLE, KY.—The new principal of our public schools is Mr. J. N. Taylor.

HOMESTEAD, PA.—The school board has abolished instructions in calisthenics and physical culture, substituting drawing in its place.

COHOES, N. Y.—Mr. Otis R. Greene has been appointed supervisor of music.

TOLEDO, O.—An agitation has been started to get permission for all high school students, in whatever course, to take regular work at the manual training school.

DETROIT, MICH.—A parish school in connection with the St. Francis Italian church is contemplated.

LACKAWANNA, PA.—Will erect an eight-room school-house.

KANSAS CITY, MO.—Arrangements have been made for the building of four portable school-houses as additions to the Hyde, Ivanhoe, Clay, and Chase schools.

NAVESINK HIGHLANDS, N. J.—Dr. Morris C. Sutphen, instructor in Latin at Johns Hopkins university, was drowned here as the result of an accident to a sail boat, August 31. The body has not yet been recovered.

Mr. Sutphen was a graduate of Princeton in the class of 1890. He later pursued classical studies at Johns Hopkins, receiving his doctorate in 1890, when he was appointed instructor in Latin in the university. His studies of late Latinity had given promise of a very distinguished career as a scholar.

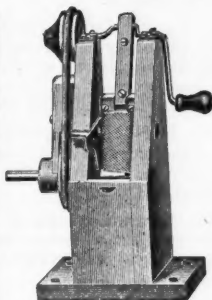
BALTIMORE, MD.—It is rumored that Dr. Jacob H. Hollander, who has for some time been serving as treasurer of the

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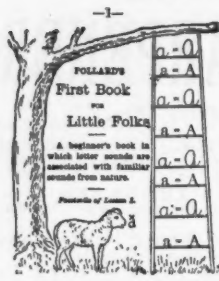
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island of Porto Rico, is about to resign and will return to his former position as professor of economics and finance in Johns Hopkins university.

ANN ARBOR, MICH.—Prof. Paul C. Freer, of the general chemical laboratory of the University of Michigan, has gone to the Philippines to organize a branch of the department of health. His position is only temporary and it is expected that he will return to Ann Arbor at the end of his year of absence.

Dr. G. E. Karsten, professor of Germanic philology in Indiana university and editor of the *Journal of Germanic Philology*, has recently declined the chair of Germanics in Vanderbilt university.

Prof. E. H. Howard, of Indiana university, has accepted the position of Adj. professor of Latin in the University of Nebraska at Lincoln.

Prof. Morgan Brooks, of the University of Nebraska, has been elected professor of mechanical engineering in the state university of Illinois.

The old Tremont house, one of the most famous hostleries of the country, has been purchased by Northwestern university. It will be remodeled and used as a building for the departments of law, dentistry, and pharmacy, which are now scattered thru the city.

ST. JO, TEXAS.—S. J. Criswell, of Anna, elected superintendent vice J. T. Roberts, resigned.

SACRAMENTO, CAL.—The question whether school directors may be interested directly or indirectly in any firm contracting for supplies for the city has been raised and decided in the negative by Corporation Counsel H. W. Johnson. His opinion has been put on file and will be followed by the board.

WEST BETHLEHEM, PA.—A strike of sixteen teachers is imminent if the school directors adhere to their decision to reduce salaries. Last year the board paid forty dollars a month, but decided during the summer that thirty-five dollars would be as much as the teachers are worth. The teachers think otherwise.

All's Well that Ends Well.—Step-mother (entering village school with whip)—“My boy tells me you broke your cane across his back yesterday.” Schoolmaster (turning pale)—“Well, I—I may have struck him harder than I intended, but—” Step-mother—“I thought I'd make you a present of this whip. You'll find it'll last longer and do him more good!”

ST. LOUIS, MO.—The board of education has a difficult problem to solve. A protest has been filed by Mrs. Patrick Scully *et al* against the location of a negro school, to be known as the Belt avenue school, in the neighborhood of Arlington and St. Louis avenues. The proposed location of the school had already been changed once in deference to the protests of property owners.

CUMBERLAND, R. I.—Mr. Wilbur A. Scott has been chosen superintendent of schools. He is a Cumberland boy, educated in its public schools, at the Providence high school, where he was the winner of the Senator Anthony gold medal for excellence in debate; at Brown university, class of 1897, and at the Harvard law school. He has been for some months a member of the Cumberland school committee.

WILMINGTON, DEL.—The board of education is anxious to know if the city is going to get an increased appropriation for school purposes. Formerly the city received \$22,000, but the law now provides that the schools of the state shall receive \$235 for each teacher, no one place to receive pay for more than 100 teachers. This last clause is of doubtful legality. The state auditor asserts that Wilmington

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MADISONVILLE, O.—Supt. E. D. Lyon, formerly of Mansfield, has been elected superintendent here, succeeding Supt. Dyer, who goes to Cincinnati as Mr. Boone's assistant. Mr. Lyon's salary will be \$2,300.

OGDEN, UTAH.—Additions to the teaching force at the high school are—H. S. Cooley, Ph.D., Johns Hopkins, history and economics; A. B. Crandall, A. M., Stanford university, physics and chemistry; Miss A. M. Walker, A. M., Bryn Mawr, Latin and French; Miss Elizabeth Wyant, A. M., University of Michigan, English; H. H. Dyke, A. M., University of Chicago, mathematics and biology.

NIAGARA FALLS, N. Y.—Report has it that Prin. Thomas B. Lovell, of one of the ward schools, is slated for the principalship of the high school as soon as it shall be completed. The promotion is a well deserved one.

Literary Notes.

The editor of *The Saturday Evening Post*, of Philadelphia, appears to have no end of enterprise. He has secured from Lord Balfour, of Burleigh, secretary for Scotland, and Lord Rector of the University of Edinburgh, a paper of official significance on Mr. Carnegie's gift to Scotland. Lord Balfour is one of the trustees of the millions Mr. Carnegie has given to the Scotch universities.

The Macmillan Company announces a book of great interest to superintendents and school boards with the title:

The Principles of Sanitary Science and the Public Health, with special reference to the Causation and Prevention of Infectious Diseases. The author is William T. Sedgwick, Ph.D., Professor of biology, and lecturer on public health and sanitation in the Massachusetts Institute of Technology; Professor Sedgwick was formerly biologist to the state board of health of Massachusetts.

The *Handbook of the Trees of New England*, which Ginn & Company are about to bring out, should prove very popular in the North Atlantic states. It contains full-page illustrations of the native trees, besides other illustrations covering every period of growth from bud to fruit. Tho the work names New England, it is in reality applicable to a much larger area of the United States.

Readers of THE SCHOOL JOURNAL will doubtless remember the article Mark Twain wrote for *The Century* several years ago on "English as she is Taught."

It was really a review of a book, or rather of a manuscript, which had been placed in his hands. The little work seemed too funny to be true. It was true, however, being founded upon actual answers to examination questions asked in the public schools. A new edition of this amusing book, containing hundreds of these answers in many branches of study, and with Mark Twain's article as an introduction, is about to be issued by The Century Company.

The recent death of John Fiske lends poignant interest to the publication of his remarkable lecture on immortality, "The Life Everlasting," delivered by him last winter at Harvard university. It is the fifth lecture on the George Goldthwaite Ingersoll Foundation, the previous lectures having been given by Rev. Dr. George A. Gordon, Prof. William James, President Wheeler, and Dr. Josiah Royce. Houghton, Mifflin & Company will publish it.

The C. M. Clark Publishing Company has taken new quarters at 185 Summer street, Boston.

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QUEBEC.—C. B. Wells, of Hawaii, one of the large sugar planters of the island, has probably made the record trip after sport with rod and line. He has traveled 6,000 miles from home, with his family, to capture the gamy ouaniche of Lake St. John, of which he had read. On his way thither he caught a brook trout at Lake Edward, almost six pounds in weight and says that he has been sufficiently rewarded for his trip.

A most scathing expose of the cult of Walt Whitman appears in *The Homiletic Review* for September, under the heading, "The Deification of 'One of the Roughs.'" The author is Dr. William V. Kelley, editor of *The Methodist Review*. There is surely a good deal in Whitman to provoke severity as well as the ridicule that every penny-a-liner can fling at him, and perhaps the author is right in asking why, if Whitman is the first great representative poet, is not George Francis Train the representative American statesman, and Buffalo Bill the representative American artist. Anyway, such articles as Dr. Kelley's ought to be welcomed by the enthusiastic Whitman people, for it is the best kind of advertising for their favorite.

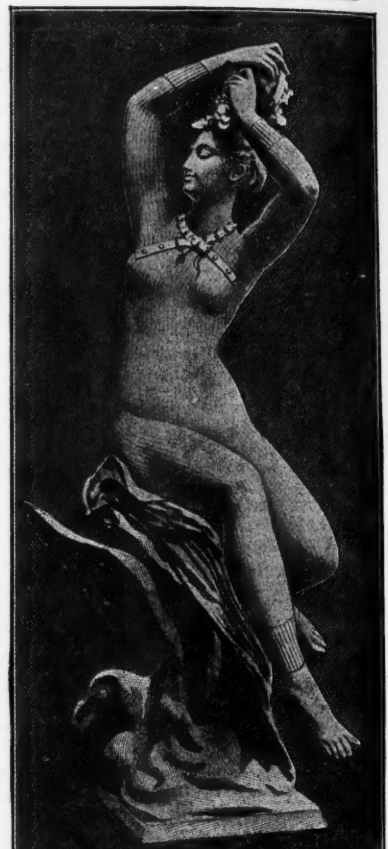
"University Extension" is made the subject of an excellent article by Lyman P. Powell in the September *Atlantic*. The growth of this movement in this country in ten years' time is carefully traced and its contributions to general educational progress sympathetically noted.

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